



GRADE 1 SOCIAL STUDIES STANDARDS AND INSTRUCTION GUIDE

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		<ul style="list-style-type: none"> • Appreciating neighborhood members as helping one another and sharing places to shop, to learn, and to have fun • Valuing the importance of rules in neighborhoods <ul style="list-style-type: none"> -Extending rules from family to neighborhood (community) -Understanding how and why rules protect rights and property -Understanding the importance of respecting others and getting along - Valuing how and why it is important to get along with and respect others -Recognizing and understanding the classroom is like a neighborhood and a community 	
____ S.S.1.7	The student will apply traits of good citizenship	Place/Human Characteristics: <ul style="list-style-type: none"> • Practicing fair play, good sportsmanship, helping others and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others 	<ul style="list-style-type: none"> • Good sportsmanship • Being truthful • Self-control • Respect for authority • Respect for oneself and others
ECONOMICS & ENVIRONMENTS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.1.8	The student will be able to understand the basics of neighborhood economics	Movement <ul style="list-style-type: none"> • Earning a living (spending money on goods and services as well as saving money and why this is important) • Identifying basic need for shelter (types of housing) • Exploring basic need for food <ul style="list-style-type: none"> -Where does it come from? -What kind of food is grown in the neighborhood? 	



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		<ul style="list-style-type: none"> -Where do you buy food? • Exploring basic needs for clothing <ul style="list-style-type: none"> -Where does it come from? -Are clothes made in your neighborhood? -What does it take to make clothes? -Where do you buy clothes? • Identifying services of a neighborhood <ul style="list-style-type: none"> -Identifying the difference between goods and services -Describing how people are both buyers and sellers of goods and services -Identifying that people make choices (God's gift) because they cannot have everything they want -Understanding the importance of: <ul style="list-style-type: none"> -Saving money for future purchase of goods and services -Identifying different means of transportation: airplanes, boats, buses, cars, trains, etc. -Identifying different ways people communicate talking, cellphone, mail, television, internet -Identifying the use of media to gather information: TV, newspaper, magazines, online resources -Identifying adaptations for those with special needs -Identifying services offered by safety, health, and utility personnel 	
<p>____ S.S.1.9</p>	<p>The student will describe the environment of their neighborhood</p>	<p>Place:</p> <ul style="list-style-type: none"> • Identifying and describing natural resources of their community: <ul style="list-style-type: none"> -Water -Soil -Energy • Identifying landmarks and other historical geographical features in the neighborhood • Understanding ecology in their neighborhood including: 	<ul style="list-style-type: none"> • Resources • Natural Resources • Conservation • Pollution • Recycling, reuse, reduce/repurpose



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		<ul style="list-style-type: none"> -Pollution -Conservation -Recycling 	
HISTORY OF NEIGHBORHOODS PAST & PRESENT	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.1.10	The students will be able to make reasonable interpretations of information presented in picture timelines to show sequence of events and will distinguish between the past and present	Human and Environmental Interactions <ul style="list-style-type: none"> • Use of a visual learning aid to help students see past and present (pictures, timeline, etc....) 	<ul style="list-style-type: none"> • Example: Balloons over Broadway, utilize YouTube to show the present from the past
____ S.S.1.11	The student will explain the difference between neighborhoods of the past with today	Human and Environmental Interactions <ul style="list-style-type: none"> • Comparing neighborhoods of the past with today: <ul style="list-style-type: none"> -Biblical -Past (native Americans, pioneers, immigrants) -Recent (parents, grandparents) 	
CURRENT EVENTS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.1.12	The student will read and understand about current events in our world through regular classroom resources such as <i>Scholastic News</i> , <i>Weekly Reader</i> , or <i>Time for Kids</i>	Human and Environmental Interactions <ul style="list-style-type: none"> • Identifying local and state government leaders • Identifying ways to contribute to their community (donating, volunteering, community clean-up, etc.) • Including and understanding about a diverse ethnic group's origins, their customs, and the transition that occurs in getting citizenship in the United States and sharing in the common principles of all Americans 	Examples: <ul style="list-style-type: none"> • Mayor • Governor • Senator • Congressional Representative



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TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.1.13	Instructor plans and implements lessons that integrate technology to meet the diverse needs of learners in a variety of education settings	<ul style="list-style-type: none">Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources	



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.2.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> • Incorporating the Seven Themes of Catholic Social Teachings and civic responsibilities throughout the curriculum with a special emphasis on call to family, community and participation • Employing age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics • Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> • Call to family, community and participation • Love and Reverence for God [Charity] • Generosity • Sincerity/Truthfulness.
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.2.2	The student will develop the basic understanding of geography of North America today by emphasizing basic map skills, familiarity with neighborhood maps, maps with charts, and comprehension of keys.	<ul style="list-style-type: none"> • Location • Knowing that there are fifty states in the United States • Labeling the Atlantic and Pacific Oceans on a map of the United States • Locating and labeling the United States • Identifying the border lines on a map of North America • Locating Virginia on a map of the United States • Using a compass rose (cardinal directions only), a map key and map symbols effectively locating designated sites and landforms on a map • Distinguishing political boundaries between <ul style="list-style-type: none"> --town --city --state --country --continent • Identifying an island, a peninsula, rivers, mountains, lakes and 	<ul style="list-style-type: none"> • Atlantic Ocean • Pacific Ocean • North America • Virginia



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TYPES OF COMMUNITIES	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
S.S.2.3	The student will develop an understanding of various types of communities	<ul style="list-style-type: none">oceans using map symbolsKnowing basic differences between these landformsLocationExplaining concept of city and town<ul style="list-style-type: none">--locating cities and townsPlaceDistinguishing the resources for each type of communityHuman and Environmental InteractionsExplaining relationship of natural resources to a community and its industries (how do humans interact with environment)Describing what is it like in towns and cities:<ul style="list-style-type: none">--number of people--types and patterns of transportation--types of jobs--types of buildings--landscape etc.MovementDescribing relationship of transportation to a community and its industries<ul style="list-style-type: none">--how do we move people--how do we move goods--how do we move servicesRegionsComparing different types of communities today:	<ul style="list-style-type: none">natural resources (water, soil, vegetation, etc.)human resources (people at work)capital resources (machines, tools, buildings) ruralurbansuburban



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NATIVE AMERICANS & LIFE OF PILGRIMS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.2.4	The student will compare the lives and contributions of three Native American cultures of the past and present	<ul style="list-style-type: none"> Focusing on at least three North American tribes and their contributions to society 	<ul style="list-style-type: none"> Eastern Woodland Plains Southwest community food clothing shelter transportation religion economy [money] games music changes to culture over time
____ S.S.2.5	The student will compare the life of the Pilgrims or other early settlers in the United States (1600-1700) to the student's life today	<ul style="list-style-type: none"> Exploring the multiple and various similarities and differences between early settlers and modern-day Americans 	<ul style="list-style-type: none"> Community Food Clothing Shelter Transportation Religion Economy [money]
CANADA	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.2.6	The students will develop an appreciation of communities in Canada	<ul style="list-style-type: none"> Location Locating and labeling Canada on a map of North America Identifying border lines on a map of North America 	<p><i>Territories:</i></p> <ul style="list-style-type: none"> Northwest Territories



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		<ul style="list-style-type: none"> • Locating and labeling the Pacific Ocean and the Atlantic Ocean on a map of North America • Knowing the number of provinces and territories of Canada • Place • Comparing what it is like in the various provinces and territories, making a connection to the provinces being similar to our states <ul style="list-style-type: none"> --climate --geography --natural resources • Human and Environmental Interaction • Explaining how the peoples of various provinces interact with their environment (Natural and Human Resources) • Comparing and contrasting the environment and lifestyles of two different provinces/territories in Canada by describing (in general) <ul style="list-style-type: none"> --religion --language --food --clothing --art --music 	<ul style="list-style-type: none"> • Nunavut • Yukon <i>Provinces:</i> • Alberta • British Columbia • Manitoba • New Brunswick • Newfoundland and Labrador • Nova Scotia • Ontario • Prince Edward Island • Quebec • Saskatchewan
MEXICO	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.2.7	The students will develop an appreciation of communities in Mexico	<ul style="list-style-type: none"> • Location • Identifying and labeling Mexico on a map of North America • Identifying border lines on a map of North America • Identifying the number of states (32) in Mexico • Identifying regions of Mexico (9) 	<i>Regions:</i> <ul style="list-style-type: none"> • Baja California • Pacific Coastal Lowlands • Mexican Plateau • Sierra Madre Oriental



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		<ul style="list-style-type: none"> • Place • Comparing the states of Mexico with the states in the United States <ul style="list-style-type: none"> --climate --geography --natural resources • Human and Environmental Interaction • Explaining how the peoples of various states and regions interact with their environment (Natural and Human Resources) • Comparing and contrasting the environment and lifestyles of two different states/regions (Aztecs and Mayans for example) in Mexico by describing (in general): <ul style="list-style-type: none"> --religion --language --food --clothing --art --music 	<ul style="list-style-type: none"> • Sierra Madre Occidental • Cordillera Neo-Volcánica • Gulf Coastal Plain • Southern Highlands • Yucatán Peninsula • Aztec vs. Mayan
CIVICS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____S.S.2.8	The student will describe how the contributions of selected individuals changed the lives of Americans	<ul style="list-style-type: none"> • Identifying key historic figures in American history • Correlating achievements and contributions to American society with key historic figures • Understanding the basic impact of the contributions of key historic figures 	<ul style="list-style-type: none"> • Christopher Columbus • Benjamin Franklin • Abraham Lincoln • George Washington Carver • Helen Keller • Thurgood Marshall • Rosa Parks • Jackie Robinson • Cesar Chavez • Martin Luther King, Jr.



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<p>____ S.S.2.9</p>	<p>The student will describe why United States citizens celebrate major holidays</p>	<ul style="list-style-type: none"> • Discuss origins of national holidays including: <ul style="list-style-type: none"> --Civil Rights --American Leaders --Service to country --Workers' Rights --Thankfulness 	<ul style="list-style-type: none"> • Martin Luther King, Jr. Day • George Washington Day (Presidents' Day) • Memorial Day • Independence Day (Fourth of July) • Labor Day • Columbus Day/ Indigenous Peoples' Day • Veterans Day • Thanksgiving Day
TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
<p>____ S.S.2.10</p>	<p>Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings</p>	<ul style="list-style-type: none"> • Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources 	



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.3.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> Incorporating the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on Solidarity Employing age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> Solidarity Justice/Fairness and Fortitude
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.3.2	The student will develop map skills	<ul style="list-style-type: none"> Identifying and using a compass rose (cardinal and intermediate directions), a map key and its symbols, map scale, mileage chart (road maps), and latitude and longitude Identifying and using different types of maps Locating places within the United States on maps and globe 	<ul style="list-style-type: none"> Map key Symbols Map scale Mileage chart (road maps) Latitude and longitude Political Physical Road Weather Cities Special attractions (capitals) Regions Physical features



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		<ul style="list-style-type: none"> Positioning and labeling the seven continents and five oceans on a map Identifying the four hemispheres using the equator and prime meridian 	<ul style="list-style-type: none"> Atlantic Pacific Indian Southern Arctic Equator Prime meridian Northern hemisphere Southern hemisphere Easter hemisphere Western hemisphere
____S.S.3.3	The student will develop map skills by using maps, globes, photographs, pictures, tables and electronic resources to locate the fifty states by region	<ul style="list-style-type: none"> Location 	<ul style="list-style-type: none"> Northeast Southeast Midwest Southwest West
GEOGRAPHY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____S.S.3.4	The student will describe each region according to the 5 Themes of Geography	<ul style="list-style-type: none"> Location Beginning to use latitude and longitude to determine absolute location of specific cities. Identifying relative location to Virginia and to the other states Place Climate 	<ul style="list-style-type: none"> Latitude Longitude Precipitation Humid Dry Snow



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		<ul style="list-style-type: none">• Waterways• Landforms• Major cities <p>Human and Environmental Interactions</p> <ul style="list-style-type: none">• Way of life	<ul style="list-style-type: none">• Atlantic and Pacific Oceans• Mississippi River• Missouri River• Ohio River• Columbia River• Colorado River• Rio Grande River• Great Lakes• Gulf of Mexico• Alleghany Mountains• Rocky Mountains• Atlantic Coastal Plain• Gulf Coastal Plain• Great Lakes Coastal Plain• Central Plains• Capital Cities• One or two major cities of a region• Housing• Clothing• Food• Businesses• Pollution to be presented in a “general fashion” with one or two examples per region
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		<p>Movement</p> <ul style="list-style-type: none"> • How people earn a living within a region and the relationship to the region’s geography and climate • Transportation linkages – how people moved from one place to another • Communication linkages – how people communicate across geographic lines <p>Regions</p> <ul style="list-style-type: none"> • Similarities of regions • Differences of regions 	<ul style="list-style-type: none"> • People • Goods
BRANCHES OF GOVERNMENT	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.3.5	The student will recognize the three branches and functions of government	<p>Human and Environmental Interactions</p> <ul style="list-style-type: none"> • Executive Branch (the President and Vice President; student should be able to name the current leaders) • Legislative Branch (the Congress) • Judicial Branch (the Supreme Court; appointed by the President) 	<ul style="list-style-type: none"> • President • Vice President • Cabinet • Senate (two per state for a total of 100 senators; voted in by the people) • House (number per state based on population; voted in by the people) • 9 Justices • 1 Chief Justice



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____ S.S.3.6	The student will recognize the need for federal laws	<ul style="list-style-type: none"> • Brief review of community services and government • Need for taxes and relationship to services • Types of services provided by national government 	<ul style="list-style-type: none"> • Volunteering • Community Service • Major health programs • Social Security • Defense and security • Helping the elderly and the poor get health care and housing • Mail through the Postal Service • Money and services to areas impacted by disasters • Military • National Parks
CURRENT EVENTS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.3.7	The student will read and understand current events in our world	<ul style="list-style-type: none"> • Using a regular classroom resource such as <i>Scholastic News</i>, <i>Weekly Reader</i>, or <i>Time for Kids</i>, and completing a basic report at least twice per year addressing who, what, where, when, why 	
____ S.S.3.8	The student will review and expand on holidays in the United States and integrate with the liturgical calendar in religion	<ul style="list-style-type: none"> • Study of the history and events around religious holidays 	<ul style="list-style-type: none"> • Advent • Christmas • Ordinary Time (Time after Epiphany) • Ash Wednesday-Madi Gras (Fat Tuesday) • Lent



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TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.3.9	Instructor plans and implements lessons that integrate technology to meet the diverse need of learners in a variety of educational settings	<ul style="list-style-type: none">Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources	<ul style="list-style-type: none">EasterOrdinary Time (Time after Pentecost)Labor DayMemorial DayFourth of July <p>Examples of projects that can be presented:</p> <ul style="list-style-type: none">PowerPoint/SlidesPoster projectsProject based learning



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.1	The student will demonstrate skills that will complement the scope of social studies, including the ability to:	<ul style="list-style-type: none"> • Incorporating the Seven Themes of Catholic Social Teachings and civic responsibilities throughout the curriculum • Employing age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics • Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> • The dignity of work and the rights of workers • Hope, Simplicity, Friendship, Patience
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.2	Student will make and interpret simple maps and demonstrate proficiency in using a globe	<ul style="list-style-type: none"> • Location • Finding directions • Using a scale to measure distances and legends to find information 	
____ S.S.4.3	Students will locate and identify land and water forms on maps and globes	<ul style="list-style-type: none"> • Place • Seven continents • Major countries • Bodies of water – 5 oceans including the Southern Ocean • Mountains 	<p>Australia, Asia, N. America, S. America, Africa, Europe, Antarctica</p> <p>Atlantic, Pacific, Indian, Southern, Arctic</p>
____ S.S.4.4	Student will identify and locate specific locations	<ul style="list-style-type: none"> • Place • Five regions in Virginia • Major water features with a focus on the importance in the early history of Virginia 	<p><i>Regions:</i></p> <p>Coastal Plain Piedmont Region Blue Ridge Region Valley and Ridge Region</p>



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		<ul style="list-style-type: none"> • Water Features • Geographic Features 	<p>Appalachian Plateau</p> <p><i>Water Features:</i> Chesapeake Bay Potomac River Rappahannock River York River</p> <p><i>Geographic Features:</i> Natural Bridge Luray Skyline Caverns Battlefields</p>
CIVICS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.5	Student will identify state symbols and what they represent	<ul style="list-style-type: none"> • Flag • Seal • Bird • Flower • Song 	
____ S.S.4.6	Student will demonstrate an understanding of Virginia government	<ul style="list-style-type: none"> • Identifying the three branches of Virginia government and the function of each 	<ul style="list-style-type: none"> • Legislative • Judicial • Executive



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VIRGINIA'S RESOURCES	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.7	Student will demonstrate an understanding of Virginia economics and resources	<ul style="list-style-type: none"> • Describing the major products and industries important to Virginia's economy. • Explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity 	<ul style="list-style-type: none"> • Natural resources • Location and variety of crops • Products • Industries • Imports • Exports
____ S.S.4.8	Students will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past, and present of Virginia	<ul style="list-style-type: none"> • Locating three Native American language groups on a map of Virginia • Describing how American Indians related to the climate and their environment to secure food, clothing, and shelter • Describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown • Describing the lives of Native Americans in Virginia today 	<ul style="list-style-type: none"> • Algonquian • Siouan • Iroquoian
BRITISH COLONIZATION	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.9	The students will demonstrate an understanding of the first permanent English settlement in America	<ul style="list-style-type: none"> • Explaining the reason for English colonization • Describing the economic and geographic influences on the decision to settle at Jamestown • Describing the importance of the charters of the Virginia Company of London in establishing the Jamestown Settlement • Identifying the importance of the General Assembly (1619) as the first representative legislative body in English America • Identifying the impact of the arrival of Africans and English 	<ul style="list-style-type: none"> • Virginia Company of London • Jamestown Settlement • General Assembly



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		<p>women to the Jamestown settlement</p> <ul style="list-style-type: none">• Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival• Describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of others	
____ S.S.4.10	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	<ul style="list-style-type: none">• Understanding the influence on European settlers• Identifying natives of five regions of Virginia• Understanding Powhatans and their influence on European settlers	
____ S.S.4.11	The student will demonstrate an understanding of life in the Virginia colony	<ul style="list-style-type: none">• Explaining the importance of agriculture and its influence on the institution of slavery• Describing how the culture of colonial Virginia reflected the origins of Native Americans, Europeans (English, Scots-Irish, German) immigrants, and Africans• Describing why certain groups came• Identifying where they settled• Identifying what their contributions were• Explaining the reasons for the relocation of Virginia's Capital from Jamestown to Williamsburg• Describing how money, barter, and credit were used• Describing everyday life in colonial Virginia	
____ S.S.4.12	The students will demonstrate an understanding of the role of Virginia in the American Revolution	<ul style="list-style-type: none">• Identifying the reasons (causes) why the colonies went to war with Great Britain, as expressed by the Declaration of Independence	<ul style="list-style-type: none">• Declaration of Independence



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		<ul style="list-style-type: none"> • Understanding governmental and economic rights of colonists • Identifying the various roles of Native Americans, whites, enslaved African Americans, and free African Americans in the Revolutionary War era • Identifying the importance of the American victory at Yorktown • Examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond • Understanding the process by which a government was established in the 17th century • Describing the events of the American Revolution 	<ul style="list-style-type: none"> • Taxation • Acquisition • Suffrage and Representation • George Washington • Thomas Jefferson • Patrick Henry • The Marquis de Lafayette • James Lafayette • Pocahontas • Chief Powhatan • Dolly Madison • Martha Washington • Clara Barton
<p>____ S.S.4.13</p>	<p>The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation</p>	<ul style="list-style-type: none"> • Explaining why George Washington is called the “Father of our Country” and why James Madison is called the “Father of the Constitution” • Identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom • Explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s 	<ul style="list-style-type: none"> • George Washington • James Madison • George Mason • Thomas Jefferson • Virginia Declaration of Rights • Virginia Statute for Religious Freedom



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CIVIL AND POST WAR ERAS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.14	The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War	<ul style="list-style-type: none"> • Explaining the major events and the differences between northern and southern states that divided Virginians and led to secession war and the creation of West Virginia • Describing Virginia’s role in the war, including identifying major battles that took place in Virginia • Describing the roles of Native American, whites, enslaved African Americans, and free African Americans 	<ul style="list-style-type: none"> • Battle of Antietam • 1st Battle of Bull Run • 2nd Battle of Bull Run • Gettysburg • Fort Sumter
____ S.S.4.15	The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War	<ul style="list-style-type: none"> • Identifying the effects of Reconstruction of life in Virginia • Identifying the effects of segregation and “Jim Crow” on life in Virginia for Native American, whites, and African Americans • Describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development 	<ul style="list-style-type: none"> • Jim Crow
VIRGINIA: 1900 TO PRESENT	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.16	The student will demonstrate an understanding of Virginia during the twentieth century and beyond	<ul style="list-style-type: none"> • Describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society • Describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens • Describing the social and political events in Virginia linked to desegregation and the policy of Massive Resistance and their relationship to national history 	<ul style="list-style-type: none"> • Women’s Suffrage • Great Depression • Massive Resistance



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TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.4.17	Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings	<ul style="list-style-type: none">Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources	



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.5.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> • Incorporating the Seven Themes of Catholic Social Teachings and civic responsibilities throughout the curriculum with a special emphasis on options for the poor and vulnerable • Employing age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics • Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> • Options for the poor and vulnerable • Perseverance • Industriousness • Orderliness • Cheerfulness
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.5.2	The student will be able to demonstrate an understanding of the nature and importance of geography	<ul style="list-style-type: none"> • Exploring what geography is and what geographers study • Identifying the five themes of geography • Describing why geography is important in today's world 	<i>Five themes:</i> <ul style="list-style-type: none"> • Location • Place • Movement • Human and Environmental Interactions • Regions
____ S.S.5.3	The student will use maps, globes, photographs, illustrations, graphs, and graphic organizers	<ul style="list-style-type: none"> • Reviewing basic map skills unit (latitude/longitude, map keys, scales, different types of maps) • Obtaining geographical information 	<ul style="list-style-type: none"> • Latitude/Longitude • Map Keys • Scales • Different types of maps



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		<ul style="list-style-type: none">• Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions• Creating and comparing political, physical, and thematic maps• Analyzing and explaining how cultures develop different perspectives on the world and its problems• Recognizing different map projections• Using population density maps	
____ S.S.5.4	The student will study the following areas regarding North America:	<p>People:</p> <ul style="list-style-type: none">• Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none">• Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none">• Identifying physical characteristics <ul style="list-style-type: none">• Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none">• Recognizing common, unifying characteristics in the region• Contrasting characteristics in the region• Establishing difference of location from nearby areas	<ul style="list-style-type: none">• water features• land features• wildlife• climate• vegetation <ul style="list-style-type: none">• language• customs,• traditions• food• literature• entertainment• education,• religion• values• the arts



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<p>____S.S.5.5</p>	<p>The student will study the following areas regarding South America:</p>	<p>People:</p> <ul style="list-style-type: none">• Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none">• Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none">• Identifying physical characteristics • Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none">• Recognizing common, unifying characteristics in the region• Contrasting characteristics in the region• Establishing difference of location from nearby areas	<ul style="list-style-type: none">• water features• land features• wildlife• climate• vegetation • language• customs• traditions• food• literature• entertainment• education• religion• values• the arts
<p>____S.S.5.6</p>	<p>The student will study the following areas regarding Europe:</p>	<p>People:</p> <ul style="list-style-type: none">• Introducing the region's history, government, and religious composition	



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		<p>Location:</p> <ul style="list-style-type: none"> Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none"> Identifying physical characteristics <p>Identifying human characteristics Region:</p> <ul style="list-style-type: none"> Recognizing common, unifying characteristics in the region Contrasting characteristics in the region Establishing difference of location from nearby areas 	<ul style="list-style-type: none"> water features land features wildlife climate vegetation language customs traditions food literature entertainment education religion values the arts
<p>____ S.S.5.7</p>	<p>The student will study the following areas regarding Asia:</p>	<p>People:</p> <ul style="list-style-type: none"> Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none"> Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none"> Identifying physical characteristics 	<ul style="list-style-type: none"> water features land features wildlife climate vegetation



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		<ul style="list-style-type: none"> • Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none"> • Recognizing common, unifying characteristics in the region • Contrasting characteristics in the region • Establishing difference of location from nearby areas 	<ul style="list-style-type: none"> • language • customs • traditions • food • literature • entertainment • education • religion • values • the arts
<p>____ S.S.5.8</p>	<p>The student will study the following areas regarding Middle East:</p>	<p>People:</p> <ul style="list-style-type: none"> • Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none"> • Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none"> • Identifying physical characteristics <ul style="list-style-type: none"> • Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none"> • Recognizing common, unifying characteristics in the region • Contrasting characteristics in the region • Establishing difference of location from nearby areas 	<ul style="list-style-type: none"> • water features • land features • wildlife • climate • vegetation <ul style="list-style-type: none"> • language • customs • traditions • food • literature • entertainment • education • religion • values • the arts



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<p>____ S.S.5.9</p>	<p>The student will study the following areas regarding Africa:</p>	<p>People:</p> <ul style="list-style-type: none">• Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none">• Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none">• Identifying physical characteristics • Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none">• Recognizing common, unifying characteristics in the region• Contrasting characteristics in the region• Establishing difference of location from nearby areas	<ul style="list-style-type: none">• water features• land features• wildlife• climate• vegetation • language• customs• traditions• food• literature• entertainment• education• religion• values• the arts
<p>____ S.S.5.10</p>	<p>The student will study the following areas regarding Australia:</p>	<p>People:</p> <ul style="list-style-type: none">• Introducing the region's history, government, and religious composition	



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		<p>Location:</p> <ul style="list-style-type: none"> Recognizing relative location (e.g. locating in relation to areas near-by) <p>Place:</p> <ul style="list-style-type: none"> Identifying physical characteristics Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none"> Recognizing common, unifying characteristics in the region Contrasting characteristics in the region Establishing difference of location from nearby areas 	<ul style="list-style-type: none"> water features land features wildlife climate vegetation language customs traditions food literature entertainment education religion values the arts
<p>____ S.S.5.11</p>	<p>The student will study the following areas regarding Antarctica:</p>	<p>People:</p> <ul style="list-style-type: none"> Introducing the region's history, government, and religious composition <p>Location:</p> <ul style="list-style-type: none"> Recognizing relative location (e.g. locating in relation to areas near-by) 	



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		<p>Place:</p> <ul style="list-style-type: none"> Identifying physical characteristics (water features, land features, wildlife, climate, vegetation, etc.) <ul style="list-style-type: none"> Identifying human characteristics <p>Region:</p> <ul style="list-style-type: none"> Recognizing common, unifying characteristics in the region Contrasting characteristics in the region Establishing difference of location from nearby areas 	<ul style="list-style-type: none"> water features land features wildlife climate vegetation <ul style="list-style-type: none"> language customs traditions food literature entertainment education religion values the arts
TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.5.12	Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings	<ul style="list-style-type: none"> Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources 	



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> • Incorporating the Seven Themes of Catholic Social Teachings and civic responsibility throughout the curriculum with an emphasis on the Life and dignity of the human person • Employing age-appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics • Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> • Life and Dignity of the human person <p><i>Virtues:</i></p> <ul style="list-style-type: none"> • Sociability • Presence of God • Understanding • Audacity
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.2	The student will integrate skills for historical and geographical analysis	<ul style="list-style-type: none"> • Location • Using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. • Identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D. • Place • Identifying major geographic features important to the study of world history to 1500 A.D. 	



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		<ul style="list-style-type: none"> • Movement • Identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. • Analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. 	
HUMAN ORIGINS & EARLY CIVILIZATIONS, PREHISTORY TO 1000 B.C.	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.3	The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by:	<p>Place</p> <ul style="list-style-type: none"> • Explaining the impact of geographic environment on hunter-gatherer societies <p>Human and Environmental Interactions</p> <ul style="list-style-type: none"> • Listing characteristics of hunter-gatherer societies, including their use of tools and fire • Describing technological and social advancements that gave rise to stable communities • Explaining how archeological discoveries are changing present-day knowledge of early peoples 	<ul style="list-style-type: none"> • Hunter-gatherer
____ S.S.6.4	The student will demonstrate knowledge of ancient river valley civilizations, including Egypt and Kush, Mesopotamia, and the civilizations of the Hebrews and	<p>Location</p> <ul style="list-style-type: none"> • Locating those civilizations in time and place • Locating major trade routes 	<ul style="list-style-type: none"> • Egypt • Kush • Mesopotamia • Hebrews • Phoenicians



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	Phoenicians	<p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> • Describing the development of social, political, and economic patterns, including slavery • Explaining the development of religious traditions • Understanding the difference between monotheism and polytheism • Explaining that Akhenaten (ancient Egypt) was the first known ruler to believe in monotheism • Describing the origins, beliefs, traditions, customs, and spread of Judaism • <i>*refer to 6th grade religion curriculum</i> • Explaining the development of language and writing 	<ul style="list-style-type: none"> • Monotheism • Polytheism • Akhenaten • Judaism
CLASSICAL CIVILIZATIONS OF PERSIA, INDIA, AND CHINA	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.5	The student will demonstrate knowledge of the civilizations of Persia, India, Japan and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations	<p>Location</p> <ul style="list-style-type: none"> • Locating Persian, Indian, Japanese and Chinese civilizations in time and place • Locating major trade routes • Understanding the significance of the Silk Road and its role in the spread of ideas and inventions <p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> • Describing Persia, with emphasis on the development of an imperial bureaucracy • Describing India, with emphasis on the caste system • Describing the origins, beliefs, traditions, and customs of Hinduism and Buddhism <ul style="list-style-type: none"> - explaining who Siddhartha Gautama was 	<ul style="list-style-type: none"> • Persia • India • Japan • China • Silk Road • Imperial Bureaucracy • Caste System • Feudal System • Hinduism • Buddhism • Confucianism • Taoism



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		<ul style="list-style-type: none"> Describing the impact of Confucianism, Taoism, and Buddhism, and Hinduism Describing India’s contributions to modern advancements, for example, binary system of numbers, precise celestial calculations, etc. Describing China, with emphasis on the construction of the Great Wall and its contributions in the areas of math, technology, and medicine Understanding Japan’s feudal system <p>Movement</p> <ul style="list-style-type: none"> Describing India, with emphasis on the Aryan migrations Describing the spread of Hinduism and Buddhism describing China with an emphasis on the development of an empire 	<ul style="list-style-type: none"> Siddhartha Gautama The Great Wall Aryan migration
ANCIENT GREECE AND THE RISE OF DEMOCRACY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____S.S.6.6	The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization	<p>Location</p> <ul style="list-style-type: none"> Assessing the influence of geography on Greek economic, social, and political development. Being familiar with geography of area. <p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> Describing Greek mythology and religion Identifying the social structure and role of slavery Explaining the difference of government types in the city-states <ul style="list-style-type: none"> --Understanding the difference between oligarchy, monarchy, democracy, and tyranny 	<ul style="list-style-type: none"> Ancient Greece City-states Oligarchy Monarchy Democracy Tyranny Golden Age of Pericles Socrates Plato Aristotle Alexander the Great



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		<ul style="list-style-type: none"> • Explaining the significance of citizenship and the development of democracy • Evaluating the significance of the Persian and Peloponnesian Wars • Characterizing life in Athens during the Golden Age of Pericles citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle <p>Movement</p> <ul style="list-style-type: none"> • Assessing the influence of the impact of Greek commerce and colonies • Identifying the spread of Hellenistic culture by Alexander the Great <p>Regions</p> <ul style="list-style-type: none"> • Comparing the city-states of Athens and Sparta --Understanding the different roles and opportunities available to different groups of people • Explaining the conquest of Greece by Macedonia 	<ul style="list-style-type: none"> • Athens • Sparta • Golden Age of Pericles • Macedonia
ANCIENT ROME AND THE RISE OF CHRISTIANITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____S.S.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	<p>Location</p> <ul style="list-style-type: none"> • Assessing the influence of geography on Roman economic, social, and political development. Include map skills <p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> • Describing Roman mythology and religion 	<ul style="list-style-type: none"> • Julius Caesar • Augustus Caesar • Imperial Monarchs • Pax Romana • Constantine



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		<ul style="list-style-type: none"> • Explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic • Assessing the roles of Julius Caesar and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs • Explaining the economic, social, and political impact of the Pax Romana • Describing the origin, beliefs, traditions, customs, and spread of Christianity • Explaining the development and significance of the Church in the late Roman Empire • Listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law • Describing and understanding life in Ancient Rome <p>Movement</p> <p style="padding-left: 20px;">Sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas</p> <ul style="list-style-type: none"> • Assessing the impact of military conquests on the army, economy, and social structure of Rome • Citing the reasons for the decline and fall of the Western Roman Empire • Explaining the reasons for the persecution of Christians and its role in the decline of the Roman Empire • Describing the role of Constantine in spreading Christianity 	
BYZANTINE EMPIRE	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.8	The student will demonstrate knowledge of the Byzantine Empire	Location (include maps for location)	



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	<p>and Russia from about 300 to 1000 A.D.</p>	<ul style="list-style-type: none"> Explaining the establishment of Constantinople as the capital of the Eastern Roman Empire <p>Place/Culture</p> <ul style="list-style-type: none"> Identifying Justinian and his contributions, including the codification of Roman law and describing the expansion of the Byzantine Empire and economy Characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions Explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church Describing the role and accomplishments of significant figures such as St. Basil the Great, St. John Chrysostom, and Vladimir of Kiev <p>Movement</p> <ul style="list-style-type: none"> Assessing the impact of Byzantine influence and trade 	<ul style="list-style-type: none"> Justinian Byzantine Empire St. Basil the Great, St. John Chrysostom Vladimir of Kiev
ISLAMIC CIVILIZATION	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
<p>____ S.S.6.9</p>	<p>The student will demonstrate knowledge of Islamic civilization from about 600 to 1500 A.D.</p>	<p>Location: use maps to reinforce learning</p> <ul style="list-style-type: none"> Assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade <p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> 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 Citing cultural and scientific contributions and achievements of Islamic civilization 	<ul style="list-style-type: none"> Sunni-Shi'a Battle of Tours Muhammad



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		<p>Movement</p> <ul style="list-style-type: none"> • Describing the origin, beliefs, traditions, customs and spread of Islam • Understanding who Muhammad was and his role in the creation of Islam 	
AFRICAN CIVILIZATION	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.10	The student will demonstrate knowledge of African civilization from about 600 to 1500 A.D.	<p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> • Knowledge of Mansa Musa and the influence of his pilgrimage across northern Africa • Identifying the following areas/tribes and their historical significance: Ghana, Mali, Kongo, Zulu 	<ul style="list-style-type: none"> • Mansa Musa • Ghana • Mali • Kongo • Zulu
THE MIDDLE AGES AND THE RENAISSANCE	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.6.11	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	<p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> • Explaining the structure of feudal society and its economic, social, and political effects • Identifying the effects of the Bubonic Plague <p>Movement</p> <ul style="list-style-type: none"> • Sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe, including the importance of Charlemagne • Explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire 	<ul style="list-style-type: none"> • Bubonic Plague • Charlemagne • Feudal Society • Anglos • Saxons • Magyars • Vikings • Franks • Muscovite State • Eastern European Empire • Romanovs • Polis Lithuanian Commonwealth



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		<ul style="list-style-type: none"> Sequencing events related to the invasions, settlements, and influence of migratory groups, including Anglos, Saxons, Magyars, and Viking Rise of Muscovite State and Eastern European Empires Romanovs Polis Lithuanian Commonwealth Hapsburg Empire <p>Regions</p> <ul style="list-style-type: none"> Recognizing the contribution of Christianity toward a unified Europe: universities, saints (Dominic, Francis of Assisi, Clare, Thomas Aquinas), literature, social improvements 	<ul style="list-style-type: none"> Hapsburg Empire St. Dominic St. Francis of Assisi St. Clare St. Thomas Aquinas
____ S.S.6.12	The student will demonstrate knowledge of civilizations and empires of Europe and Asia and their interactions through regional trade patterns	<p>Location</p> <ul style="list-style-type: none"> Locating major trade routes <p>Movement</p> <ul style="list-style-type: none"> Identifying technological advances and transfers, networks of economic interdependence, and cultural interactions 	
____ S.S.6.13	The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of their impacts on Western civilization	<p>Place (Human Characteristics)</p> <ul style="list-style-type: none"> Explaining modernity as a Christian development Citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch Comparing the Italian and the Northern Renaissance and citing the contributions of writers 	<ul style="list-style-type: none"> Leonardo da Vinci Michelangelo Petrarch



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		<p>Movement</p> <ul style="list-style-type: none"> Identifying the economic foundations of the Renaissance Explaining the Protestant revolt as a schism within the Western Church – Martin Luther Sequencing events related to the rise of Italian city-states and their political development 	<ul style="list-style-type: none"> Renaissance Schism Martin Luther
TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____S.S.6.14	Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings	<ul style="list-style-type: none"> Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources 	



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United States History to 1877

CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> Incorporating the Seven Themes of Catholic Social Teachings and civic responsibilities throughout the curriculum Employing age appropriate higher order thinking skills and decision making activities with special attention placed on Christian morals and ethics Incorporating virtues designated for this grade level as outlined in the Religion Guidelines 	<ul style="list-style-type: none"> Rights and Responsibilities Humility Moderation Modesty Respect for Others
SOCIAL SCIENCE SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.2	The student will study the following types of nonfiction writing:	<ul style="list-style-type: none"> Primary Sources Secondary Sources Integrated Writing and Rhetoric Current Events Recognition and Discussion Historic methods (graphic organizers) Interpret patriotic slogans 	<ul style="list-style-type: none"> Documents and Speeches Editorial commentary
MAP SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.3	The student will integrate skills for historical and geographical analysis	Place: <ul style="list-style-type: none"> Analyzing and interpreting maps to explain relationships among: <ul style="list-style-type: none"> --landforms --water features --climatic characteristics --historical events 	<ul style="list-style-type: none"> i.e. documents and speeches Patrick Henry's Liberty or Death Jonathan Edward's "Sinners in the Hands of an Angry God" Declaration of Independence



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United States History to 1877

		<p>Movement:</p> <ul style="list-style-type: none"> Identifying and interpreting primary and secondary source documents to increase understanding of events and life in United States history to 1877 Making connections between the past and the present Interpreting ideas and events from different perspectives <ul style="list-style-type: none"> --urban --rural dwellers --labor --women, minorities Evaluating and discussing issues orally and in writing Interpreting excerpts from notable speeches and documents <p>Regions:</p> <ul style="list-style-type: none"> Sequencing events in United States history from pre-Columbian times to 1877 	<ul style="list-style-type: none"> U.S. Constitution Bill of Rights Washington’s Farewell Letter Jefferson’s Inaugural Address Gettysburg Address Jefferson’s Virginia Statute for Religious Freedom
<p>____ S.S.7.4</p>	<p>The student will use maps, globes, photographs, pictures, and tables</p>	<p>Regions:</p> <ul style="list-style-type: none"> Locating and describing the geographic regions of North America Locating and identifying the water features important to the early history of the United States: Locating the seven continents and five oceans* (Inserted from US1.2.a) <p><i>*indicates an item taught at a younger grade, should be reviewed for students.</i></p>	<p><i>Geographic Regions:</i></p> <ul style="list-style-type: none"> Coastal Plains Appalachian Mountains* Canadian Shield Interior Lowlands Great Plains Rocky Mountains* Basin and Range Coastal Range



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United States History to 1877

			<p><i>Water Features:</i></p> <ul style="list-style-type: none"> • Great Lakes • Mississippi River • Missouri River • Ohio River • Columbia River • Colorado River • Rio Grande • Atlantic Ocean* • Pacific Ocean* • Gulf of Mexico*
EXPLORATION TO REVOLUTION: PRE-COLUMBIAN TIMES TO 1770s	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.5	The student will demonstrate knowledge of how early cultures developed in North America	<ul style="list-style-type: none"> • Describing how the Native Americans used their environment to obtain <ul style="list-style-type: none"> --food --clothing --shelter <p>Regions:</p> <ul style="list-style-type: none"> • Locating where Native Americans settled • Describing how archaeologists have recovered material evidence of ancient settlements 	<p>Regions:</p> <ul style="list-style-type: none"> • Arctic (Inuit) • Northwest (Kwakiutl) • Plains (Sioux) • Southwest (Pueblo) • Eastern Woodland (Iroquois) • Cactus Hill



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<p>____ S.S.7.6</p>	<p>The student will demonstrate knowledge of European exploration in North America and West Africa</p>	<p>Place:</p> <ul style="list-style-type: none">• Describing cultural interactions between Europeans and Native Americans that led to cooperation and conflict <p>Movement:</p> <ul style="list-style-type: none">• Describing the motivations, obstacles, and accomplishments of the Portuguese, Spanish, French, and English explorations <p>Regions:</p> <ul style="list-style-type: none">• Identifying the location and describing the characteristics of West African societies and the origins of the slave trade	<ul style="list-style-type: none">• Amerigo Vespucci• Bartolomeu Dias*• Charles Garnier• Christopher Columbus• Francisco Vazquez de Coronado• Friar Bartolomé de las Casas*• Friar Juan de Padilla• St. Junipero Serra• Giovanni da Verrazano• Hernan Cortes*• Hernando de Soto• Jacques Cartier*• Jacques Marquette• Jean de Brebeuf• Juan Ponce de Leon*• Leif Ericsson• Louis Joliet• Madoc• Vasco Nunez de Balboa <p>West African Societies</p> <ul style="list-style-type: none">• Ghana• Songhai• Mali
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<p>____ S.S.7.7</p>	<p>The student will demonstrate knowledge of the factors that shaped colonial America</p>	<p>Human and Environmental Interactions:</p> <ul style="list-style-type: none"> Comparing and contrasting life in New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment <p>Movement:</p> <ul style="list-style-type: none"> Describing the religious and economic events and conditions that led to the colonization of America including key religious figures Identifying the political and economic relationships between the colonies and Europe Describing colonial life in America from the perspectives of: <ul style="list-style-type: none"> --large landowners --farmers --artisans --women --indentured servants --slaves 	<ul style="list-style-type: none"> Charles and Daniel Carroll John Carroll Elizabeth Ann Seton
<p>REVOLUTION & THE NEW NATION: 1770s TO THE EARLY 1800s</p>	<p>CURRICULUM GUIDELINES</p>	<p>CORE CONCEPTS</p>	<p>PEOPLE, PLACES & TERMS TO KNOW</p>
<p>____ S.S.7.8</p>	<p>The student will demonstrate knowledge of the causes and results of the American Revolution</p>	<p>Place:</p> <ul style="list-style-type: none"> Explaining the fundamental principles of: <ul style="list-style-type: none"> --Consent of the governed, including the emergence of the Magna Carta in England --Limited government and the rule of law 	<ul style="list-style-type: none"> Magna Carta Parliament Declaration of Independence George Washington



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		<p>--Democracy --Representative government, including the emergence of the institution of Parliament in England</p> <p>Human and Environmental Interactions:</p> <ul style="list-style-type: none"> • Describing key events and the roles of key individuals in the American Revolution <p>Movement:</p> <ul style="list-style-type: none"> • Identifying the issues that led to the American Revolution and the Declaration of Independence • 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 • Explaining reasons why the colonies were able to defeat Britain 	<ul style="list-style-type: none"> • Benjamin Franklin • Thomas Jefferson • Patrick Henry • Thomas Paine • John Adams • John Locke
<p>____ S.S.7.9</p>	<p>The student will demonstrate knowledge of the challenges faced by the new nation</p>	<p>Place:</p> <ul style="list-style-type: none"> • Identifying the weaknesses of the government established by the Articles of Confederation • Identifying the basic principles of the new government established by the Constitution as stated in its Preamble <p>Movement:</p> <ul style="list-style-type: none"> • Identifying the conflicts that resulted in the emergence of political parties, including Jefferson’s Republican and Hamilton’s Federalist Party • Describing the major influences, accomplishments and challenges of the first five presidents of the United States 	<ul style="list-style-type: none"> • Articles of Confederation • Preamble to the Constitution • George Washington • John Adams • Thomas Jefferson • James Madison • James Monroe • John Quincy Adams • Andrew Jackson



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<p>____ S.S.7.10</p>	<p>The student will demonstrate knowledge of the American constitutional government</p>	<p>Place:</p> <ul style="list-style-type: none">• Explaining the relationship of state governments to the national government in the federal system• Describing the structure and powers of:<ul style="list-style-type: none">--local--state--national governments• Explaining the principle of<ul style="list-style-type: none">--separation of powers--checks and balances <p>Movement:</p> <ul style="list-style-type: none">• Identifying the procedures for amending the Constitution of the United States	
<p>____ S.S.7.11</p>	<p>The student will demonstrate the knowledge of how public policy is made at the local, state, and national levels of government</p>	<p>Human and Environmental Interactions:</p> <ul style="list-style-type: none">• Explaining the lawmaking process• describing the roles and powers of the executive branch• Examining the impact of the media on public opinion and public policy• Describing how individuals and interest groups influence public policy	
<p>____ S.S.7.12</p>	<p>The student will demonstrate knowledge of the judicial systems established by the State Constitution and the Constitution of the United States</p>	<p>Place:</p> <ul style="list-style-type: none">• Describing the organization and jurisdiction<ul style="list-style-type: none">--federal courts--state courts• Describing the exercise of judicial review, as well as John Marshall's role in transforming the Supreme Court into a powerful and co-equal branch of government	<ul style="list-style-type: none">• John Marshall



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		<ul style="list-style-type: none"> Explaining court proceedings <ul style="list-style-type: none"> --civil cases --criminal cases Explaining how “due process” protections attempt to ensure justice 	
EXPANSION & REFORM 1801-1861	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.13	The student will demonstrate knowledge of westward expansion, reform and innovation in America from 1801 to 1861 and the concept of Manifest Destiny	<p>Human and Environmental Interactions:</p> <ul style="list-style-type: none"> Describing territorial expansion and how it affected the political map of the United States Reviewing the impact of westward expansion on Native Americans including the acquisition of: <ul style="list-style-type: none"> --Florida --Texas --Oregon --California Describing the impact of inventions on life in America <ul style="list-style-type: none"> --cotton gin --reaper --steamboat --steam locomotive <p>Movement</p> <ul style="list-style-type: none"> Identifying the geographic, religious, and economic factors that influenced the westward movement of settlers Identifying the main ideas <ul style="list-style-type: none"> --abolitionist movement --suffrage 	<ul style="list-style-type: none"> Manifest Destiny Louisiana Purchase Lewis and Clark Expedition The War of 1812 The Mexican-American War 1846-1848 Texas Annexation Henry Clay John Brown Bleeding Kansas Dred Scott Andrew Jackson Trail of Tears California Gold Rush 1849



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<p>____ S.S.7.14</p>	<p>The student will demonstrate knowledge of Jacksonian Democracy</p>	<p>Human and Environmental Interactions:</p> <ul style="list-style-type: none"> • War on the Bank of the United States • States' Rights • Trail of Tears 	<ul style="list-style-type: none"> • Changing notions of who could run for office • Class differences • Emergence/Re-branding of Jefferson's Republic party in to the Democratic Party of Jackson
<p>CIVIL WAR & RECONSTRUCTION: 1860-1877</p>	<p>CURRICULUM GUIDELINES</p>	<p>CORE CONCEPTS</p>	<p>PEOPLE, PLACES & TERMS TO KNOW</p>
<p>____ S.S.7.15</p>	<p>The students will demonstrate knowledge of the causes, major events and effects of the Civil War</p>	<p>Location</p> <ul style="list-style-type: none"> • Identifying on a map the states that seceded from the Union and those that remained in the Union • Using maps to explain critical developments in the war, including but not limited to major battles <p>Place</p> <ul style="list-style-type: none"> • Describing the cultural issues that divided the nation <p>Human and Environmental Interactions:</p> <ul style="list-style-type: none"> • Describing the roles of major leaders • Explaining how the issues of states' rights and slavery increased sectional tensions by analyzing two important documents of the time • Describing the effects of war from the perspectives of: <ul style="list-style-type: none"> --Union and Confederate soldiers (including African American soldiers) --women --slaves 	<ul style="list-style-type: none"> • Secession • Bull Run/Manassas • Antietam/Sharpsburg • Gettysburg • Vicksburg • Abraham Lincoln • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Thomas "Stonewall" Jackson • Frederick Douglass <p><i>Documents:</i></p> <ul style="list-style-type: none"> • Emancipation Proclamation • Gettysburg Address



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		<p>Movement:</p> <ul style="list-style-type: none">• Describing the economic and constitutional issues that divided the nation• Identifying prominent Catholics during this time period	<p><i>Soldiers, women, slaves (including African American soldiers)</i></p> <ul style="list-style-type: none">• Winfield Scott• George Thomas• Mary Browser• Elizabeth Van Lew• Clara Barton• Sally Tomkins• Powhatan Beatty• Harriet Tubman• Alexander Augusta• Abraham Galloway• Susie King Taylor <p><i>Prominent Catholics:</i></p> <ul style="list-style-type: none">• Chief Justice Taney• Philip Sheridan• Pierre Gustave Toutant Beauregard• Father Abram J. Ryan• Religious Communities of Women• John Nepomucene Neumann
____ S.S.7.16	The student will demonstrate knowledge of the effects of Reconstruction on America	<p>Place:</p> <ul style="list-style-type: none">• Explaining the impeachment of Andrew Johnson <p>Human and Environmental Interactions:</p> <ul style="list-style-type: none">• Describing the impact of Reconstruction policies on the South	<ul style="list-style-type: none">• Andrew Johnson• 13th Amendment• 14th Amendment• 15th Amendment



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		<p>Movement:</p> <ul style="list-style-type: none">Identifying provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impacts on the expansion of freedom in America	
TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.7.17	Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings	<ul style="list-style-type: none">Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources	



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CATHOLIC IDENTITY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S.8.1	The student will demonstrate skills that will complement the scope of social studies	<ul style="list-style-type: none"> ● Incorporating the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum ● Employing age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics ● Integrating writing skills into the curriculum, as well as making links to other curriculum areas ● Recognizing and discussing current events material and its application to the course of studies ● Incorporating virtues designated for this grade level as outlined in the Religion Guidelines (Prudence, Integrity, Loyalty, Optimism) ● Identify prominent Catholics during this period of history 	<p><i>Themes of Catholic Social Teaching:</i></p> <ul style="list-style-type: none"> ● 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 & the rights of Workers ● Solidarity ● Care for God’s Creation <p><i>Virtues:</i></p> <ul style="list-style-type: none"> ● Prudence ● Integrity ● Loyalty ● Optimism <ul style="list-style-type: none"> ● 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



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SOCIAL STUDIES SKILLS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S. 8.2	The student will integrate skills for historical and geographical analysis, including:	<ul style="list-style-type: none">• Using parallels of latitude and meridians of longitude to describe hemispheric location• Analyzing and interpreting maps that include major physical features• Interpreting political signs, slogans, cartoons and excerpts from notable speeches and documents• Analyzing and interpreting primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present• Making connections between past and present• Interpreting ideas and events from different perspectives (including urban and rural dwellers, labor, women and minorities)• Evaluating and debating issues orally and in writing• Sequencing events in United States history from 1877 to the present	
____ S.S. 8.3	The student will use maps, globes, photographs, pictures, and tables for:	<ul style="list-style-type: none">• Locating the 50 states and the cities most significant to the historical development of the United States• Explaining how physical features and climate influenced the movement of people westward• Explaining relationships among natural resources, transportation and industrial development after 1877	



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<p>____ S.S. 8.4</p>	<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p>	<ul style="list-style-type: none"> ● Analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons ● Analyzing how political and economic trends influence public policy, using demographic information and other data sources ● Determining the accuracy and validity of information by separating fact and opinion and recognizing bias ● Taking informed action to address school, community, local, state, national, and global issues 	
HISTORY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
<p>____ S.S. 8.5</p>	<p>The student will demonstrate knowledge of how life changed after the Civil War</p>	<ul style="list-style-type: none"> ● Explaining the reasons for the increase in <ul style="list-style-type: none"> - immigration - growth of cities - new inventions - challenges arising from this expansion ● Explaining the rise of and changes to: <ul style="list-style-type: none"> - big business - the growth of industry - life on American farms ● Identifying the reasons for westward expansion ● Identifying Native American resistance and government response to: <ul style="list-style-type: none"> - conflicts - reservation policy - Ghost Dance - Dawes Act 	<ul style="list-style-type: none"> ● Ghost Dance ● Dawes Act ● Jim Crow ● Segregation ● Reservations ● Rockefeller ● Carnegie ● Vanderbilt



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		<ul style="list-style-type: none"> • Describing the impact of the Progressive Movement on: <ul style="list-style-type: none"> - child labor - working conditions - the rise of organized labor - women’s suffrage - the temperance movement • Describing: <ul style="list-style-type: none"> - racial segregation - the Ku Klux Klan - the rise of “Jim Crow” • other constraints faced by African Americans in the post-Reconstruction South 	<ul style="list-style-type: none"> • Susan B. Anthony • Elizabeth Cady Stanton • Lucretia Mott • Booker T. Washington • W.E.B. Dubois • Early Civil Rights Movement
____ S.S. 8.6	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I	<ul style="list-style-type: none"> • Explaining the reasons for and results of the Spanish-American War, including Imperialism • Explaining the reasons for the United States’ involvement in World War I and its leadership role at the conclusion of the war 	<ul style="list-style-type: none"> • Imperialism • Woodrow Wilson • League of Nations • 14 Points • Yellow Journalism
____ S.S. 8.7	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century	<ul style="list-style-type: none"> • Examining art, literature, and music from the 1920s and 1930s • Explaining how developments in transportation and electrification changed American life • Describing the social changes that took place <ul style="list-style-type: none"> - Prohibition - the Great Migration north • Identifying the major features of Franklin D. Roosevelt’s New Deal • Identifying the causes of the Great Depression 	<ul style="list-style-type: none"> • Langston Hughes • Duke Ellington • Georgia O’Keeffe • The Harlem Renaissance • New Deal • Prohibition • Great Migration • Franklin Roosevelt
____ S.S. 8.8	The student will demonstrate knowledge of the major causes and effects of American	<ul style="list-style-type: none"> • Identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor • Describing the major events and turning points of the war in 	<ul style="list-style-type: none"> • Pearl Harbor • Franklin Roosevelt • Harry Truman



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	involvement in World War II	<p>Europe and the Pacific</p> <ul style="list-style-type: none"> Describing the impact of World War II on the home front 	<ul style="list-style-type: none"> Midway Battle of Normandy Hiroshima and Nagasaki Rationing 'Rosie the Riveter'
_____ S.S. 8.9	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	<ul style="list-style-type: none"> Describing the rebuilding of Europe and Japan after World War II Describing the emergence of the United States as a superpower, and the establishment of the United Nations Describing the conversion from a wartime to a peacetime economy Identifying the role of America's military and veterans in defending freedom during the Cold War, including involvement in: <ul style="list-style-type: none"> Korea Cuban Missile Crisis Vietnam Collapse of Communism in Europe Post-Cold War challenges Describing the changing patterns of society, including expanded educational and economic opportunities for: <ul style="list-style-type: none"> military veterans women minorities 	<ul style="list-style-type: none"> United Nations Cold War Civil Rights Movement
_____ S.S. 8.10	The student will demonstrate knowledge of selected domestic issues during the tenure of the following presidents	<ul style="list-style-type: none"> Richard Nixon (1969-1974) Gerald Ford (1974-1977) 	<p><i>Nixon:</i></p> <ul style="list-style-type: none"> Watergate Opening China OPEC



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		<ul style="list-style-type: none">• Jimmy Carter (1977-1981)• Ronald Reagan (1981-1989)• George H. W. Bush (1989-1993)• Bill Clinton (1993-2001)• George W. Bush (2001-2009)• Barack Obama (2009-2016)• Donald Trump (2016-2020)• Joe Biden (2020 – Present)	<ul style="list-style-type: none">• SALT Agreement• Paris Peace Accord• Roe v Wade <p><i>Ford:</i></p> <ul style="list-style-type: none">• Helsinki Accord• Consumption of Energy <p><i>Carter:</i></p> <ul style="list-style-type: none">• Nobel Peace Prize• Camp David Accord• Iran Hostage Situation• Three Mile Island <p><i>Reagan:</i></p> <ul style="list-style-type: none">• Reaganomics (Deregulation)• Release of Iranian Hostages• Iran Contra Affair• Star War Defense• Fall of Berlin Wall• Conservation Movement <p><i>H.W. Bush:</i></p> <ul style="list-style-type: none">• Recession of 1991• Persian Gulf War• Unemployment Issues• Fall of Soviet Union <p><i>Clinton:</i></p> <ul style="list-style-type: none">• War in Kosovo• NAFTA• Economic Prosperity• Impeachment
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			<ul style="list-style-type: none"> • Terrorist bombings in Trade Center in New York and Oklahoma City <p><i>G.W. Bush:</i></p> <ul style="list-style-type: none"> • 9/11 • Afghanistan/Iraq • Recession • Educational Reform <p><i>Obama:</i></p> <ul style="list-style-type: none"> • Election • Nobel Peace Prize • Government Bail-out • Unemployment Issues • Healthcare Reform <p><i>Trump:</i></p> <ul style="list-style-type: none"> • Election • Tax Reform • Supreme Court Appointees • Impeachment • Historic Government Shutdown <p><i>Biden:</i></p> <ul style="list-style-type: none"> • Election
CONSTITUTIONAL GOVERNMENT & CIVICS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S. 8.11	The student will show an understanding of the history,	<ul style="list-style-type: none"> • Declaration of Independence • Constitution of the United States 	



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	meaning, and contemporary relevance of historical documents	<ul style="list-style-type: none"> ● Emancipation Proclamation ● Gettysburg Address 	
____ S.S. 8.12	The student will apply social science skills to understand the foundations of American constitutional government	<ul style="list-style-type: none"> ● Explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government ● Examining and evaluating the impact of the Magna Carta, Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights ● Describing the purposes for the Constitution of the United States as stated in its Preamble ● Describing the procedures for amending the Constitution of Virginia and the Constitution of the United States 	
____ S.S. 8.13	The student will apply social science skills to understand the American constitutional government at the national level	<ul style="list-style-type: none"> ● Describing the structure and powers of the national government ● Explaining the principle of separation of powers and the operation of checks and balances ● Explaining and/or simulating the lawmaking process ● Describing the roles and powers of the executive branch 	
____ S.S. 8.14	The student will apply social science skills to understand the American constitutional government at the state level	<ul style="list-style-type: none"> ● Describing the structure and powers of the state government ● Explaining the relationship of state governments to the national government in the federal system ● Explaining and/or simulating the lawmaking process ● Describing the roles and powers of the executive branch and regulatory boards 	



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____ S.S. 8.15	The student will apply social science skills to understand the American constitutional government at the local level	<ul style="list-style-type: none"> • Describing the structure and powers of the local government • Explaining the relationship of local government to the state government • Explaining and/or simulating the lawmaking process 	
____ S.S. 8.16	The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States	<ul style="list-style-type: none"> • Describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction • Describing the exercise of judicial review • Comparing and contrasting civil and criminal cases • Explaining how due process protections seek to ensure justice 	
ECONOMICS	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S. 8.17	The student will demonstrate knowledge of how economic decisions are made in the marketplace	<ul style="list-style-type: none"> • Applying economic concepts • Comparing the differences among free markets, command (state control) and mixed economies • Describing the characteristics of the United States economy including Free markets, private property, profit and competition 	<ul style="list-style-type: none"> • scarcity • resources • choice • opportunity • cost • price • incentives • supply and demand • production • consumption • free markets • private property • profit • competition



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			<ul style="list-style-type: none"> ● command economy ● mixed economy
____ S.S. 8.18	The student will demonstrate knowledge of the structure and operation of the United States economy	<ul style="list-style-type: none"> ● Describing the types of business organizations ● Explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact ● Explaining how financial institutions encourage saving and investing ● Examining the relationship of the United States to the global economy with emphasis on the impact of technological innovations 	<ul style="list-style-type: none"> ● corporations ● trusts ● partnerships ● monopolies ● cartels ● the role of entrepreneurship
____ S.S. 8.19	The student will apply social science skills to understand the United States economy	<ul style="list-style-type: none"> ● Identifying the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition ● Describing how in a market economy supply and demand determine prices ● Describing the types of business organizations and the role of entrepreneurship ● Explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact ● Explaining how financial institutions channel funds from savers to borrowers ● Analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations 	
____ S.S. 8.20	The student will demonstrate knowledge of the role of government in the United States economy	<ul style="list-style-type: none"> ● Examining competition in the marketplace ● Explaining the creation of public goods and services ● Describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing 	<ul style="list-style-type: none"> ● competition ● goods ● services ● 16th Amendment



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		<ul style="list-style-type: none"> • Explaining how the Federal Reserve System regulates the money supply • Describing the protection of consumer rights and property rights 	<ul style="list-style-type: none"> • consumer
____ S.S. 8.21	Student will apply social science skills to understand the role of government in the United States economy	<ul style="list-style-type: none"> • Examining competition in the marketplace • Explaining how and why government provides certain goods and services • Describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide • Explaining the structure and main function of the Federal Reserve System and how it acts as the nation’s central bank • Describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights • Explaining the role of government currency and analyzing the purpose of a money economy 	
____ S.S. 8.22	The student will apply social science skills to understand personal finance and career opportunities	<ul style="list-style-type: none"> • Identifying talents, interests, and aspirations that influence career choice • Identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success • Identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy • Examining the impact of technological change and globalization on career opportunities • Describing the importance of education to lifelong personal finances • Analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees 	<ul style="list-style-type: none"> • Capital • Warranties • Investments



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TECHNOLOGY	CURRICULUM GUIDELINES	CORE CONCEPTS	PEOPLE, PLACES & TERMS TO KNOW
____ S.S. 8.23	Plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings	Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources	