

# Archdiocese of Hartford

## Social Studies Curriculum

## Standards

## Grades 1-12

## 2010-2011

Office of Catholic Schools  
Archdiocese of Hartford  
467 Bloomfield Avenue  
Bloomfield, CT 06002

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*"If you want peace, work for justice."*

~Pope Paul VI



# Catholic Schools Education for a Lifetime

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## Purpose and Vision for Catholic School Education

*Catholic Schools in the Archdiocese of Hartford welcome students of all faiths, ethnic groups and socio-economic backgrounds. The fundamental purpose of Catholic schools is to:*

- Provide a safe, nurturing and secure environment in which **students encounter the living God**, who in Jesus Christ, reveals His transforming love and truth;
- Partner with parents to support students in their learning and in their **search for knowledge, meaning, and truth**;
- Create a Catholic climate that contributes to the **formation of students** as active participants in the parish community;
- Foster a **culture of educational excellence** through critical thinking skills, innovative and rigorous curriculum standards, a global perspective, and an emphasis on moral education, community, and service;
- Promote life-long learning that advances the **development of the whole person** - mind, body, and soul; and
- Graduate students prepared to become **productive, virtuous citizens and church leaders** who will fashion a more humane and just world.



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Office of the  
Superintendent  
of Catholic Schools

Spring 2011

Dear Catholic School Educators:

It is with great pleasure that I approve the *Social Studies Curriculum Standards 2011* for grades 1-12. These standards are essential for students to achieve learning expectations. It is my hope that not only will schools implement these standards and promote the advancement of the study of social studies, but also educate our students by informing, forming, and transforming them with wonder and meaning of Christian faith.

You, the educators, must address academic standards through traditional and innovative methods, infused with an appreciation of Catholic doctrine, Catholic social teachings, and moral development. The 2011 Social Studies Curriculum Standards affirm the vision statement that:

Catholic schools educate diverse student bodies to form Catholic, person centered learning communities; provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings; involve students to serve and support parish life and the local civic communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children.

I am grateful to Mrs. Valerie Mara, Director of Curriculum Design, and the Curriculum Commission for their energy, creativity, and dedication to this document. Please embrace this initiative as an opportunity to provide quality Catholic education; and to be an integral part of the effort to promote the success of all Archdiocesan school students to excel in the study of social studies.

God bless you in your ministry of Catholic education.

Gratefully,

Dale R. Hoyt  
Superintendent of Catholic Schools  
Archdiocese of Hartford

Catholic Schools - Education for a Lifetime

## Rationale/ Philosophy

The vision statement for Catholic Schools of the Archdiocese of Hartford asserts that "Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities; provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings; involve students to serve and support parish life and the local civic communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children."

Social studies are the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world. *(National Council for Social Studies)*

As we advance boldly into the 21<sup>st</sup> century, it is increasingly more important that students become aware of other cultures, economic and political systems and the historical developments that have molded these various cultures and systems. Through the study of social studies, students should come to a greater Catholic understanding of individual and group development, power and authority, rights and responsibilities, along with civic ideals and practices. They should also develop a keen awareness of both social justice and social responsibility as they consider the world in which they live, their needs, and the needs of others.

The standards for social studies for the Archdiocese of Hartford have four main strands: Civics, Economics, Geography, and History. These four strands integrate all of the content strands from the social studies curriculum framework from the Connecticut State Department of Education and the National Council for Social Studies. Objectives with learning outcomes for each grade are identified for each of the four standards.

An integral part in the study of social studies should include the integration of Catholic social teachings<sup>1</sup>. It is appropriate for students in a Catholic environment to focus on:

**LIFE AND DIGNITY OF THE HUMAN PERSON** – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

**CALL TO FAMILY, COMMUNITY, AND PARTICIPATION** - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.

**RIGHTS AND RESPONSIBILITIES** - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

**OPTION FOR THE POOR AND VULNERABLE** - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

**DIGNITY OF WORK AND RIGHTS OF WORKERS** - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected.

**SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

**CARE FOR GOD'S CREATION** - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

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<sup>1</sup> *Sharing Catholic Social Teachings*. Reflections from the U.S. Catholic Bishops, 1999.

Finally, a goal of the Social Studies Standards is that the students in the Catholic Schools of the Archdiocese of Hartford will be multi-culturally literate and globally aware.

**Multicultural literacy** is the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others.

**Students Who Are Multi-culturally Literate:**

*Value Diversity*

- Are aware of how cultural beliefs, values and sensibilities affect the way they and others think and behave.
- Appreciate and accept similarities and differences in beliefs, appearances and lifestyles.
- Understand how technology impacts culture.

*Exhibit an Informed Sensitivity*

- Know the history of both mainstream and non-mainstream American cultures.
- Can take the perspectives of other cultural groups.
- Are sensitive to issues of bias, racism, prejudice and stereotyping.

*Actively Engage with/in Other Cultures*

- Are bilingual/multilingual or are working toward becoming bilingual/multilingual.
- Communicate, interact and work with individuals from other cultural groups, using technology where it is appropriate.
- Are familiar with cultural norms of technology environments and are able to interact successfully in those environments.

**Global awareness** is the recognition and understanding of inter-relationships among international organizations, nation-states, public and private economic entities, socio-cultural groups and individuals across the globe.

**Students Who are Globally Aware:**

- Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically and ecologically.
- Understand that these interconnections can have both positive benefits and negative consequences.
- Understand the role of the United States in international policies and international relations.
- Are able to recognize, analyze and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.
- Understand how national cultural differences impact the interpretation of events at the global level.
- Understand the impact of ideology and culture on national decisions regarding access and the use of technology.
- Participate in the global society by staying current with international news and by participating in the democratic process.

## How to Use This Document

The *Social Studies Curriculum Standards* is designed to assist the teacher in the important work of helping young people become productive moral citizens able to make informed and reasoned decisions for the public good. The document contains all of the standards identified by the National Council for the Social Studies, The CT Framework's goals, and within them, you will find ample expression of the uniqueness of Catholic education.

**Standards** are the primary instructional targets that outline essential topics and skills that students should know and be able to do by the end of high school. Daily standards-based lesson planning enables educators to align curriculum and instruction with standards, as they have been adapted by this Archdiocese, thereby keeping the goals of our students in mind. The purpose of standards-based curriculum is to empower all students to meet new, challenging standards of education and to "provide them with lifelong education...that equips them to be lifelong learners." (Fullan, 2006)

The STRANDS - STANDARDS/GOALS listed in the left-hand column reflect the national and state curriculum standards for the discipline of social studies. The standards for social studies for the Archdiocese of Hartford have four main strands: Civics, Economics, Geography, and History. **Student objectives** and **enabling outcomes** are listed in the right-hand column. **Student objectives** are directly aligned with Archdiocesan Standards/Goals. They outline the primary tasks students should be able to perform as a result of instruction of all the numbered activities in the sub-skills listed under enabling outcomes. **Enabling outcomes** are skills taught that will result in mastery of the student objective. Teachers are encouraged to check outcomes as they are taught or assessed as this will drive instruction. In addition, teachers are encouraged to develop outcomes that will best enable students to achieve a measure of mastery of the student objectives. Differentiating instruction plays a paramount role in this determination and in planning *daily learning objectives*.

Each grade level curriculum represents a *minimum instructional plan* for the year. It is essential that each social studies teacher become familiar with the objectives for the preceding as well as the following grade, and has a good overall picture of the sequence of instruction throughout the twelve grades. As schools meet in their **professional learning communities**, conversations should be had regarding the use the standards, the use of assessments, and testing data including formative data, summative data, and standardized test data to effectively and efficiently inform instructional planning to meet the needs of each student. Assessment is a key element of any curriculum whether used as an instructional tool or as a measurement of learning. Assessment for learning (formative assessment) is a powerful strategy for improving instruction and student achievement. "Assessment for learning...is about obtaining feedback on the teaching and learning and using that feedback to further shape the instructional process and improve learning." (Fullan, 2006) Good teachers learn which assessment tools best fit the learning outcomes addressed and ensure that a variety of summative assessments are used (performance-based, independent, criterion based) to determine an accurate indication of student achievement.

Classrooms should incorporate a learning environment that values critical thinking, oral, written, and visual communication, and encourages the active participation of the students in the learning process. Instruction should engage students in the learning process rather than allowing them to be the passive recipients of information.

Journal writing appears throughout this document as an effective learning strategy teachers are encouraged to use. **However, teachers who assign journals must understand that they are responsible for reading entries in a *timely* manner and taking appropriate action if and when students write entries that cause alarm (violent or self-destructive remarks, for example).**

## Writing

*Writing cannot be underscored enough to stress its importance in the daily activity in each curricular area.* Every day, in every classroom, students should be writing – individually, in small or whole-class groups, in journals, through emails and other Internet connections, or on electronic devices. They should be writing research reports, opinions, poetry, conclusions, summaries, prayers, and reflections. In addition, teaching students to carefully and accurately cite sources for their work beginning in elementary grades, and then emphasizing various bibliography styles such as MLA or APA in middle school grades, is vital to ensure proper research method and technique in high school. A useful source for rubrics across all content areas is: [http://www.tsc.k12.in.us/ci/resource/general/Rubrics\\_TSC.htm](http://www.tsc.k12.in.us/ci/resource/general/Rubrics_TSC.htm). Just as it is impossible to imagine a school day without reading, it should be equally impossible to envision a school day without writing.

## Resources

Throughout the *Standards*, there are suggested online resources or methods. All work online should be carefully monitored by the teacher and/or parent. This includes emails that are part of learning activities and assignments. Students should understand that what they write on the internet will be read by the teacher.

On the resources page you will find a variety of suggestions for teaching and learning. The supplemental materials listed are those suggested by the members of the Social Studies Curriculum Committee and are, by no means, a complete list. Here again, teachers are encouraged to annotate this list by adding those ideas, books, DVDs, CDs, websites that are most effective in individual classroom learning environment.

Textbooks and anthologies are valuable resources that support instruction to help students meet the objectives of a standards-based curriculum. They should not be used to identify targets of instruction. (O'Shea, 2005) Textbooks must be selected from the Archdiocesan Approved Textbook List. If a school wishes to use a textbook resource not listed on the approved list, kindly contact the Office of Catholic Schools, Office of Curriculum, Instruction, and Assessment, for endorsement.

## Technology Integration

The seamless integration of technology and curriculum will enable students and teachers to maximize their ability to access information, enhance problem-solving skills, and develop effective communications. The *Standards* provide many such opportunities which can be incorporated into the teaching and learning processes at all levels. Highlighted areas in this document are intended to focus your attention on *Outcomes* and *Strategies* that are particularly conducive to technology integration. However, there are many other creative means of achieving this goal. Additional resources can be found at the end of this document under Technology Integration Websites and also at <http://adh-ocs.org/07.curriculum/resources2.html> under the heading of *Technology*.

## Cross Curricular and Catholic Social Teachings Links

Central to these Standards and to the social studies programs of this Archdiocese is the goal of creating articulate young people of faith, who can read with understanding, think critically and make moral decisions. Following the standards, is a section entitled “**Suggested Cross Curricular and Catholic Social Teaching Links.**” This section is designed to help teachers link instruction in social studies to other areas of the curriculum, and, more importantly, with how students live out their faith as expressed in Catholic social teachings. Some suggestions are included, but this part of the document must also be annotated by the teacher. The connection of social studies to life outside of school is real; it is the perfect vehicle for making Jesus’ Gospel message of peace and justice live and breathe and have its being in our schools, parishes, communities and towns.

## Critical Thinking and Inquiry

Central to these Standards and to the social studies programs of this Archdiocese is the goal of creating knowledgeable young people of faith, who read with understanding, think critically and make moral decisions. In the content/note section of all grade level standards, teachers are urged to be conscience of and include critical thinking and inquiry strategies vital for our 21<sup>st</sup> century learners as they pertain to specific enabling outcomes. As they plan lessons, teachers are asked to consider the following strategies essential to the study of the social sciences:

- Read and interpret picture timelines
- Read a history map
- Identify main idea
- Ask questions about cultures, people and past events
- Conduct a simple investigation
- Use technology to investigate
- Use technology to create maps, charts, and graphs
- Communicate with graphs, maps, and pictures
- Draw conclusions
- Sequence events
- Share and respect points of view
- Differentiate between and use primary and secondary sources
- Take notes
- Use graphic organizers to explain cause and effect and organize information
- Create budgets
- Draw conclusions based on facts
- Summarize ideas and events
- Gather historical data from multiple sources
- Compare and contrast periods of history through different points of view
- Identify propaganda techniques
- Make predictions based on collected data



# ADH SOCIAL STUDIES STANDARDS GRADES 1-3

Strand - Standards/Goals	Grade 1	Grade 2	Grade 3
<b>CIVICS</b>	<i>A. To recognize the importance of rules, obey rules, and behave in ways that reflect respect for self, and others.</i>	<i>A. To recognize the importance of rules, obey rules, and behave in ways that reflect respect for self, others and principles of good citizenship.</i>	<i>A. To demonstrate an understanding of citizenship – responsibilities, rights and freedoms.</i>
<b>I. Understand and explain basic principles of the United States government.</b>	The students will:	The students will:	The students will:
<b>II. Understand the structures and functions of the political systems of Connecticut, the United States and other nations.</b>	1. Explain why and how people make rules and laws of home, school, parish, and community	1. Explain why rules are important	1. Describe how people improve their communities:
<b>III. Understand election processes and responsibilities of citizens.</b>	2. Explain why it is important to obey those rules	2. List consequences of violating rules	a. Town meetings
<b>IV. Understand the roles and influences of individuals and interest groups in the political systems of Connecticut, the United States and other nations.</b>	3. Tell why it is important to respect others	3. Describe how working out problems with others is good citizenship	b. Public debates
<b>V. Understand United States foreign policy as it relates to other nations and international issues.</b>	4. Practice courteous behavior	4. Give examples of what it means to be a good citizen	2. Describe the characteristics of effective citizenship:
<b>VI. Understand the development of United States political ideas and traditions.</b>	5. Obey safety rules: crossing street, fire drills, emergency/lock down, bus safety, cafeteria safety	5. List rights and responsibilities of individuals within the classroom	a. Voting
<b>VII. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b>		6. Explain the importance of elections and when they take place	b. Obeying laws
<b>VIII. Understand the roles and interactions of individuals and</b>		7. Explain the difference between a right and a responsibility	c. Paying taxes
		8. Explain why citizens should carry out their responsibilities	3. Identify and practice good citizenship traits:
			o Trust
			o Respect
			o Honesty
			o Responsibility
			o Fairness
			o Tolerance
			o Compassion
	<i>B. To explain what it means to be a citizen of the United States and examine the structure of social groups.</i>	<i>B. To begin to examine the structure of social groups and institutions.</i>	<i>B. To explain how the celebration of national holidays contributes to a sense of common history and patriotism.</i>
	The students will:	The student will:	The students will:
	1. Name a right of a citizen	1. List members of their family	1. Identify the historical significance of
	2. Name responsibilities of citizens	2. Explain why the family is the basic social unit	o Thanksgiving
	3. Identify the roles of family members	3. Identify family customs	o Presidents Day
	4. Name things children learn from their families	4. Identify groups most people belong to	o Memorial Day
	5. Describe family celebrations	5. Describe the role of a leader in a group	o Fourth of July
			o Labor Day
			o Columbus Day
			o Martin Luther King, Jr. Day

<p>groups in society.</p> <p><b>IX. Understand how social systems form and develop over time.</b></p> <p><b>X. Apply appropriate historical, geographic, political, economic, and cultural concepts and methods in proposing and evaluating solutions to contemporary problems/issues.</b></p>	<p>6. Compare and contrast one culture from another region of the world with USA (holiday, birthday or other world celebrations )</p>		
	<p><i>C. To identify basic functions of government and local and national leaders.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain what an election is</li> <li>2. Recognize some government leaders throughout history (Washington, Franklin, Lincoln)</li> <li>3. Name the governor of Connecticut and the President of the United States</li> <li>4. Describe the work of a Mayor, Governor and the President</li> <li>5. Recognize symbols that honor and foster patriotism in the United States including, but not limited to:               <ol style="list-style-type: none"> <li>a. American flag</li> <li>b. Bald eagle</li> <li>c. Washington Monument</li> <li>d. Statue of Liberty</li> <li>e. White House</li> <li>f. Liberty Bell</li> </ol> </li> <li>6. Recite the Pledge of Allegiance</li> <li>7. Practice flag etiquette</li> </ol>	<p><i>C. To describe the structure and functions of local and national government.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the levels of government under which Americans live</li> <li>2. List purpose, structure and functions of government</li> <li>3. Describe what taxes are and their purpose</li> <li>4. List government services</li> <li>5. Identify the characteristics of a good community leader</li> <li>6. Identify the duties of community leaders</li> <li>7. Explain why governments make laws</li> <li>8. Describe how judges, police and others help with laws</li> <li>9. Explain in simple terms the origin and purpose of the Constitution</li> <li>10. List some of the basic American principles</li> <li>11. Describe in simple terms the three divisions of U.S. government</li> <li>12. Explain the importance of American symbols and landmarks</li> </ol>	<p><i>C. To describe the function of laws.</i></p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Explain how laws protect us (the function of police)</li> <li>2. Describe how local government promotes order and security:               <ol style="list-style-type: none"> <li>a. Makes laws</li> <li>b. Settles disputes</li> <li>c. Provides public services</li> </ol> </li> <li>3. Describe in simple terms how courts work</li> </ol>
	<p><i>D. To recognize that their communities are made up of many different cultures and that people depend on one another.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Name some of the different cultures that make up the local</li> </ol>	<p><i>D. To recognize the diversity of American culture.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe contributions of various cultures to American life</li> <li>2. Find evidence of other cultures in literature and art</li> </ol>	<p><i>D. To recognize that different cultures live, celebrate, and interact with one another in different ways.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the ways various groups celebrate holidays (charts, tables, etc.)</li> <li>2. Compare and contrast the way the different</li> </ol>

	community 2. Identify ways people depend on one another	3. List ways to show tolerance and respect for other cultures and their celebrations	cultures interpret events and experiences (Schools in colonial time vs. today; immigrants from Europe in the U.S. vs. immigrants from Europe in South America) 3. Identify the contributions of various groups to the growth of the United States: <ul style="list-style-type: none"> <li>○ American Indians</li> <li>○ European Americans</li> <li>○ Asian Americans</li> <li>○ Latino Americans</li> <li>○ African Americans</li> <li>○ Women</li> </ul>
		<i>E. To describe the difference between and among cities, towns and suburbs.</i>  The students will: <ol style="list-style-type: none"> <li>1. Compare and contrast cities and towns</li> <li>2. Explain the relationships between cities and suburbs</li> </ol>	<i>E. To analyze how government promotes the common good and protects individual rights and freedoms.</i>  The student will: <ol style="list-style-type: none"> <li>1. Compare and contrast the role of the governor or mayor with the legislature or Board of Aldermen (chart, table, essay, etc.)</li> <li>2. Identify local leaders</li> <li>3. Identify President and state senators and congressmen</li> <li>4. Identify locations of local government buildings and describe the functions of government that are carried out there</li> <li>5. Identify the goods and services provided by local government, why people need them, and the source of funding (taxation)</li> <li>6. List and give examples demonstrating the freedoms secured in the Bill of Rights</li> <li>7. Compare and contrast the political freedoms of Americans with other countries (chart, table, essay, etc.)</li> </ol>
<b>ECONOMICS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>I. Understand how different economic systems operate in the exchange, production,</b>	<i>A. To describe resources, how and why people buy and sell, and the function of money.</i>	<i>A. To describe free enterprise in simple terms.</i>  The students will:	<i>A. To describe and apply the principle of supply and demand.</i>  The students will:

<p><b>distribution and consumption of goods and services.</b></p> <p><b>II. Understand that scarcity necessitates choices by consumers &amp; producers.</b></p> <p><b>III. Understand trade as an exchange of goods or services.</b></p> <p><b>IV. Understand the impact of government policies and decisions on production and consumption in the economy.</b></p> <p><b>V. Understand the interdependence of local, national, and global economics.</b></p>	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Define and distinguish between goods and services and needs and wants</li> <li>2. Give examples of goods and services at school</li> <li>3. Define buy, trade and save</li> <li>4. Compare bartering to using money</li> <li>5. List reasons to save money (i.e., to make future purchases)</li> <li>6. Use a chart to compare prices of a particular good or service</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the importance of working together in communities</li> <li>2. Identify goods and services, wants and needs</li> <li>3. Identify costs and the benefits of an economic choice</li> <li>4. Define consumer and producer</li> <li>5. Follow the path of a raw material to the finished product (e.g., Corn → Cornflakes)</li> <li>6. Contrast human, natural, and capital resources</li> <li>7. Explain scarcity</li> <li>8. Explain bartering</li> <li>9. Explain how people, businesses and countries trade for goods</li> <li>10. Compare and contrast needs and wants (chart, table, essay, etc.)</li> <li>11. List ways to share resources with the underprivileged</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and compare human needs and wants</li> <li>2. Categorize economic activities as examples of production and consumption</li> <li>3. Identify people who purchase goods and services as consumers; people who make goods or provide services as producers</li> <li>4. Explain how most people both produce and consume</li> </ol>
		<p><i>B. To describe economic patterns and systems.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify different working environments: office, construction, farm, factory, community/service, volunteer and home</li> <li>2. Identify different skills needed for specific jobs</li> <li>3. Describe how people make spending and saving choices</li> <li>4. Describe the purpose of banks</li> <li>5. List reasons for saving money</li> <li>6. Use money with some understanding of value</li> </ol>	<p><i>B. To describe economic patterns and systems, free enterprise and entrepreneurship.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain markets and price</li> <li>2. Explain how assembly lines use specialization and division of labor to produce items more quickly</li> <li>3. Identify different forms of money used over time</li> <li>4. Describe how money is used for saving and purchasing goods and services.</li> <li>5. Describe the principle of supply and demand</li> <li>6. Explain and give examples of competition in the local economy</li> <li>7. Define interdependence, imports, exports, and trade</li> <li>8. Create a simple budget for a purchase</li> <li>9. Keep a simple bank account</li> <li>10. Save for something they need or want</li> </ol>

GEOGRAPHY	Grade 1	Grade 2	Grade 3
<p><b>I. Locate, describe and explain places, regions and features on the Earth.</b></p> <p><b>II. Analyze and explain characteristics and interactions of the Earth's physical systems.</b></p> <p><b>III. Understand relationships between geographic factors and society.</b></p> <p><b>IV. Understand the historical significance of geography.</b></p>	<p><i>A. To identify geographic features of the world.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify size; use the terms big and small appropriately</li> <li>2. Identify distance using near and far</li> <li>3. Know where they live and study</li> <li>4. Locate the seven continents and four oceans</li> <li>5. Compare and contrast land and water (chart, table, etc.)</li> <li>6. Locate the U.S.A. and Connecticut on a map or globe</li> </ol>	<p><i>A. To identify geographic features and places.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify: rivers, valleys, plain, mountains, hills, lakes, peninsula, island</li> <li>2. Identify the seven continents, North and South Poles</li> <li>3. Identify the Pacific, Atlantic, Indian, and Arctic Oceans</li> <li>4. Locate visual representations of global address: community, state, country, continent, world</li> <li>5. Identify the poles, hemispheres and equator on a map or globe</li> <li>6. Define region</li> <li>7. Explain land form regions; explain plant form regions</li> </ol>	<p><i>A. To describe locations.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain the differences between relative and exact locations</li> <li>2. Use cardinal and intermediate directions to describe the relative location of places</li> </ol>
	<p><i>B. To describe how weather and climate affect humans</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe characteristics of weather</li> <li>2. Explain how seasons and weather affect how people live</li> </ol>	<p><i>B. To describe how weather and climate affect humans.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain the difference between climate and weather</li> <li>2. Compare places with different climates</li> <li>3. Describe how climate affects how people live</li> </ol>	<p><i>B. To explain how humans interact with their environments.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify and explain how the following affect and have been modified by the local community: Landforms, Bodies of water, Vegetation, Animal life, Climate, Weather</li> <li>2. Identify natural resources and how people use them</li> <li>3. Explain how and why humans adapt and modify their environments</li> <li>4. Explain colonization, immigration, and settlement patterns</li> <li>5. Identify the physical characteristics affecting trade and human activities</li> <li>6. Hypothesize about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought</li> </ol>

	<p><i>C. To describe how human beings take care of their environment and God's world.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. List simple ways in which human beings have changed their environment</li> <li>2. Identify natural resources people use in their everyday lives</li> <li>3. List ways in which human beings should care for their environment and God's world</li> </ol>	<p><i>C. To define and identify resources and apply Catholic social teaching to practices of conservation.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Contrast natural and synthetic resources, such as man-made rubber and rubber trees and renewable (trees, water, etc.) and nonrenewable resources (coal, natural gas, etc.)</li> <li>2. Describe what happens to the environment</li> <li>3. when people use natural resources to meet their needs and wants</li> <li>4. List ways in which he/she can be a steward of God's creation</li> </ol>	<p><i>C. To define and identify resources and apply Catholic social teaching to practices of conservation.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Recognize the need for citizens to care for the environment.</li> <li>2. Describe how citizens make community a better place in which to live by working to preserve the environment</li> <li>3. Describe ways we can protect the planet and God's people to preserve humankind</li> </ol>
	<p><i>D. To visualize, create, read and interpret simple maps.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Trace a simple route</li> <li>2. Compare and contrast cities and suburbs (charts, tables, etc.</li> <li>3. Recognize that maps, globes and models represent real places</li> <li>4. Construct simple maps</li> <li>5. Identify cardinal directions</li> <li>6. Recognize map symbols</li> </ol>	<p><i>D. To visualize, create, read, and interpret simple maps</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Create and read simple maps with title, compass rose, legend, and simple scale</li> <li>2. Identify the capital of the Connecticut</li> </ol>	<p><i>D. To use a variety of geographic tools.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Collect analyze and interpret information</li> <li>2. Use a number/letter grid system to locate physical and human features on a map</li> <li>3. Locate the Equator, Arctic Circle, Antarctic, Circle, North Pole, South Pole and Prime Meridian on maps and globes</li> <li>4. Use map title, map key, direction indicator, and symbols for human features (buildings, roads) to answer questions about the local community</li> <li>5. Draw simple maps of continents and oceans</li> <li>6. Locate specific places on a map or globe</li> <li>7. Visualize locations</li> </ol>
		<p><i>E. To explain how living in a particular environment and/or community affects behavior and experiences.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. List ways in which living in particular communities or neighborhoods affects the daily life experiences and decisions</li> </ol>	<p><i>E. To explain how living in a particular environment and/or community affects behavior and experiences.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the modes of transportation and communication used to move people, products, and ideas from place to place</li> </ol>

		of people 2. Describe how the states grew across the country	2. Use maps, globes, newspapers, and charts to identify physical, political, demographic and economic characteristics of regions 3. Compare and contrast different regions of the world 4. Describe the characteristics of an urban, suburban and rural community 5. Compare and contrast urban, suburban, and rural communities 6. Describe ways in which communities affect the choices individuals make 7. Describe how technology has changed local and global communities
<b>HISTORY</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>I. Apply the skills of historical analysis and interpretation.</b>  <b>II. Understand the development of significant political events.</b>  <b>III. Describe the importance of significant events in local and Connecticut history and their connections to United States history.</b>  <b>IV. Demonstrate an understanding of significant events and themes in world history/international studies.</b>  <b>V. Access, gather, and interpret information from a variety of primary and secondary sources including electronic media (images, maps, graphs, artifacts, recordings and text).</b>  <b>VI. Create various forms of written work (e.g., journal, essay, blog,</b>	<i>A. To develop a sense of human history.</i>  The students will: 1. Use the terms past, present, and future and appropriately apply them to their experiences in oral and written expression 2. Explain how one learns about the past (Primary sources-both physical and Internet 3. Identify American Indian groups 4. Describe a contribution to modern culture made by Native Americans 5. Identify significant local celebrations (festivals, fairs parades) and landmarks (town halls, parks, etc.) 6. Explain the significance of historical figures and/or history-related holidays.	<i>A. To identify and explain how the U.S. was influenced by Native Americans, European explorers, and early settlers and citizens.</i>  The students will: 1. List contributions of Native Americans, European Explorers, English Pilgrims, American Pioneers 2. Compare and contrast different Native American tribes 3. Describe Columbus's journeys and their importance 4. Describe the life of settlers in Jamestown and in Plymouth 5. Compare Jamestown and Plymouth 6. Explain in simple terms why the colonies wanted independence from Great Britain 7. Identify some important people from the 8. struggle for independence 9. Identify celebrations of significant historical events 10. Identify the first 13 states 11. Explain the contributions of historical figures (e.g., George Washington, Harriet Tubman, Sacagawea, Squanto,	<i>A. To identify and explain the significance of historical figures and events on the growth and development of the U.S.</i>  The students will: 1. Explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, etc.) 2. Recognize and evaluate the significance of historical national documents: Constitution, Bill of Rights, Declaration of Independence 3. Explain the roles that significant events and people play in shaping town/city history 4. Identify and explain the significance of local historical sites. 5. Identify and examine connections between events in local and regional history

<p>Webpage, brochure) to demonstrate an understanding of history and social studies.</p> <p>VII. Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.</p>		Abraham Lincoln, Martin Luther King, Jr., etc.)	
		<p><i>B. To develop a sense of time, chronology and sequence.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use the terms past, present, and future; before, after, next and appropriately apply them to their experiences in oral and written expression</li> <li>2. Create a time line putting events in chronological order</li> <li>3. Explain that history is a story of the past and the people who lived before us</li> </ol>	<p><i>B. To explain how people, places and ideas change over time.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Gather information about changes over time by reading line graphs and timelines</li> <li>2. Describe the settlement patterns of various cultural groups within communities of the U.S.</li> <li>3. Compare and contrast the perspectives, practices and cultural products of diverse groups who have lived in various communities at different times (chart, table, essay, etc.)</li> <li>4. Describe the effect inventions, discoveries, or events have had on life today (Reaper, Salk Vaccine, camera, September 11, 2001)]</li> <li>5. Define and measure time by years, decades, and centuries</li> <li>6. Sequence historical events by placing a series of events in the proper order on a time line</li> </ol>
		<p><i>C. To explain how advances in technology and communication have changed the way people live.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe changes in communication, technology and transportation over the past 150 years.</li> <li>2. Describe how technology has changed lives of Americans</li> </ol>	<p><i>C. To describe the shaping of communities, states, and nations.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe changes in communities over time including changes in goods and services, architecture, landscape and technology</li> </ol>
<p><b>Cross Curricular and Catholic Social Teachings Connections</b></p>	<p>🏠 First graders celebrate multicultural and religious holidays and learn to celebrate diversity and respect the inherent dignity of the human person. (Religion, Civics)</p>	<p>🏠 Preparing for the sacrament of Reconciliation, students will talk about admitting mistakes and apologizing to one another as part of resolving conflicts and creating harmony. (Religion, Civics)</p>	<p>🏠 Students will identify characters in literature that demonstrate tolerance and compassion. (Religion, Language Arts, Civics )</p> <p>🏠 During class meetings, students will listen to the opinions of others with respect. (Religion, Language Arts, Civics)</p>



	<ul style="list-style-type: none"> <li>Students learn about the life of Jesus and develop a sense of sequence. (Religion, History)</li> </ul>	<ul style="list-style-type: none"> <li>Students will create posters or pictures describing different cultural holidays. (Art, Civics)</li> <li>As they learn about how Native Americans respected and cared for the earth, students will create prayers and poems that celebrate their roles as guardians of God's creation. (History, Science, Religion)</li> </ul>	<ul style="list-style-type: none"> <li>Students will create budgets that reflect the principles of stewardship and allow for sharing resources with needy. (Math, Religion, Economics)</li> </ul>
<b>Teaching &amp; Learning Strategies</b>	<p>Teacher Directed:</p> <ul style="list-style-type: none"> <li>Allows students to create classroom rules for the common good</li> <li>Keeps a bank (rice bowl) in the classroom to collect money for charity</li> <li>Encourages students to plan celebrations of national holidays</li> </ul> <p>Student Centered:</p> <ul style="list-style-type: none"> <li>Work together to create simple maps and timelines</li> <li>Dramatize lives of famous Americans or historical events</li> <li>Create murals of historical event</li> <li>Plan a thanksgiving meal, including establishing a budget for the meal</li> <li>Plan a Thanksgiving/Veterans Day/Memorial Day prayer celebration</li> <li>Participate in class meetings</li> </ul> <p>Independent Practice:</p> <ul style="list-style-type: none"> <li>Talk with parents and grandparents about family history, elections, political leaders and budgets</li> </ul>		<p>Teacher Directed:</p> <ul style="list-style-type: none"> <li>Sets up mock elections and a simple system of classroom government</li> <li>Displays primary sources</li> <li>Plans virtual and actual field trips to places of historical, civic, economic or geographic significance</li> </ul> <p>Student Centered:</p> <ul style="list-style-type: none"> <li>Works in cooperative groups to "invent" machines or materials that address an economic need</li> <li>Researches local and historical political leaders</li> <li>Works individually and in groups to create graphs, charts, or diagrams that compare costs of particular goods; compare and contrast local leaders; compare and contrast different cultures within a region</li> </ul> <p>Independent Practice:</p> <ul style="list-style-type: none"> <li>Develop the habit of reading news sources (text or electronic) regularly.</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>TE of the Social Studies program used in the school (Check publisher websites and Teacher Resource material for additional materials)</li> <li>Children's Literature (in order of difficulty)i.e.: <u>The Saturday Escape</u> by Daniel J. Mahoney, <u>Find the Prize</u> by Catherine Podogil, <u>The River</u> by Debby Atwell, <u>Transportation Then and Now</u> by Robin Nelson, <u>From Maple Tree to Syrup</u> Stacey</li> </ul>		

Taus-Bolstad, Farmers' Market Paul Johnson, Money Margaret Hall, Sweet Potato Pie Kathleen D. Lindsey, The Bakery Lady Pat Mora, Land and Water by Catherine Podogil, Tulip Sees America by Cynthia Rylant, Around the World: Clothing by Margaret Hall, Happy Birthday, America by Mary Hope Osborne, Brother Eagle, Sister Sky by Susan Jeffers, Knots on a Counting Rope by John Archambault, My Grandma's the Mayor by Marjorie White Pellegrino and So You Want to Be President by Judith St. George, Homer Price by Robert McCloskey, Round and Round the Money Goes by Melvin Berger, Alexander, Who Used to Be Rich Last Sunday by Judith Viorst, A Basket of Bangles by Ginger Howard, Follow the Money by Loreen Leedy, If the World Were a Village by David Smith, or Visiting a Village, Jobs People Do, As the Crow Flies

➤ **CDs, Videos, or DVD's such as:**

- *The Paper Boy*
- *Piggybanks to Money Markets* (Media Basics)
- *Alexander Who Used to Be Rich Last Sunday* (based on the book by Judith Viorst)
- *Neighborhood MapMachine 2.0* Tom Snyder Productions
- *If You Made a Million* by David Schwartz
- *Learning About Money*, Rainbow Education
- *Understanding Economics*, Rainbow Education

- Children's magazines like Weekly Reader , Scholastic, or Mailbox, etc.
- Maps, atlases, geographical software
- Class meetings, newspapers, classroom and online current events magazines, globes, gazetteers
- Books, songs, poems, etc. that celebrate different world regions and cultures
- [www.eduplace.com](http://www.eduplace.com), [www.scholastic.com](http://www.scholastic.com)

## ADH REVISED SOCIAL STUDIES CURRICULUM STANDARDS GRADES 4 & 5

Strand - Standards/Goals	Grade 4	Grade 5
<b>CIVICS</b>	<i>A. To describe the purposes and functions of local, state, and federal government.</i>	<i>A. To describe and analyze different forms of government.</i>
<b>I. Understand and explain basic principles of the United States government.</b>	The students will: 1. Explain why people pay taxes	The students will: 1. Compare and Contrast monarchy, dictatorship and democracy (chart, table, essay, etc.)
<b>II. Understand the structures and functions of the political systems of Connecticut, the United States and other nations.</b>	2. Name the three parts of state government and explain the functions of each 3. Identify three services provided by the state (i.e., Dept. of Public Safety, Motor Vehicles, DCF)	2. Identify who holds the power in the different forms of government and compare the role of its citizens in each form
<b>III. Understand election processes and responsibilities of citizens.</b>	<i>B. To describe and apply democratic principles and the rights and responsibilities of good citizens.</i>	<i>B. To describe the principles of and the effect of important documents.</i>
<b>IV. Understand the roles and influences of individuals and interest groups in the political systems of Connecticut, the United States and other nations.</b>	The students will: 1. Identify the rights and responsibilities of American citizens 2. Identify the people and events that help create and preserve equality of all people 3. Describe how people use public forums to improve their communities: ○ Town meetings ○ Public debates	The students will: 1. Explain how the Constitution, the Magna Carta, the Bill of Rights helped form and influence the government the U.S. has today
<b>V. Understand United States foreign policy as it relates to other nations and international issues.</b>		
<b>VI. Understand the development of United States political ideas and traditions.</b>	<i>C. To analyze how government promotes the common good and protects individual rights and freedoms.</i>	<i>C. To analyze how government promotes the common good and protects individual rights.</i>
<b>VII. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b>	The students will: 1. Describe how state governments work for the common good 2. Describe how the Bill of Rights protects individual freedoms 3. Describe what equality before the law means 4. Compare and contrast the functions of local government with those of the federal government (i.e., making, amending, removing, and enforcing laws) 5. Describe ways the Connecticut state government meets or fails to meet the needs and wants of its citizens 6. Describe Connecticut state government	The students will: 1. Identify/describe examples of tension between an individual's beliefs and government policies and laws (Civil Rights Act of 1964; Women's Movement; Homeland Security) 2. Describe ways in which the British government failed to promote the common good among its colonies 3. List ways to monitor technology in order to protect the physical environment, individual rights, and the common good (respect of copyright laws connected to Internet use; recycling of electronic and computer equipment; evaluate website sources) 4. Explain how public opinion influences personal decision-
<b>VIII. Understand the roles and interactions of individuals and groups in society.</b>		
<b>IX. Understand how social systems form and develop over time.</b>		
<b>X. Apply appropriate historical, geographic, political, economic, and cultural concepts and methods in</b>		

proposing and evaluating solutions to contemporary problems/issues.	<ul style="list-style-type: none"> <li>7. Identify local state legislative representatives</li> <li>8. Identify Connecticut congressional representatives</li> <li>9. Distinguish between the three branches of government</li> <li>10. Explain the purpose of rules and laws</li> <li>11. Describe formal and informal factors that contribute to the development of public policy (election of a president, reactions to environmental hazards, September 11, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>making (smoke free environments)</li> <li>5. Describe expressions of public opinion, free speech, and forms of public discourse in a democracy</li> <li>6. Describe ways public opinion influences government policy on public issues (Homeland Security)</li> <li>7. Compare and contrast an issue of public concern from multiple points of view (i.e. Wars throughout American history, environmental issues, etc.) (chart, table, essay, etc.)</li> <li>8. Describe formal and informal factors that contribute to the development of public policy (election of a president, reactions to environmental hazards, September 11, 2001)</li> </ul>
	<p><i>D. To recognize that in the U.S., (in the state of Connecticut, and in their communities) various cultures celebrate and interact with one another in different ways, which influence American government and culture.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Identify the origins of ethnic diversity in American history</li> <li>2. List the contributions of diverse ethnic groups of the U.S.</li> </ul>	<p><i>D. To understand the diverse cultures found in the Western Hemisphere.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Compare the perspectives, practices, and cultural products of various cultural groups including Native Americans, African Americans, Latinos, European Americans, and Asian Americans</li> </ul>
<b>ECONOMICS</b>	<b>Grade 4</b>	<b>Grade 5</b>
<ul style="list-style-type: none"> <li>I. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</li> <li>II. Understand that scarcity necessitates choices by consumers &amp; producers.</li> <li>III. Understand trade as an exchange of goods or services.</li> <li>IV. Understand the impact of government policies and decisions</li> </ul>	<p><i>A. To describe how scarcity of resources leads to economic choice.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Identify and compare human needs and wants</li> <li>2. Explain what causes scarcity</li> <li>3. Categorize economic activities as examples of production and consumption</li> <li>4. Describe the principle of supply and demand</li> </ul>	<p><i>A. To analyze economic patterns and systems, free enterprise, the uses of resources, entrepreneurship, economic wants, supply and demand, goods and services, and opportunity costs.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Explain how the trade systems and laws (Triangular Trade, NAFTA, etc.) have affected the economic growth of American history</li> <li>2. Define scarcity and how it has affected events in American history (Scarcity of land, scarcity of economic opportunities, etc.)</li> </ul>
	<p><i>B. To describe economic patterns and systems, free enterprise and entrepreneurship.</i></p> <p>The students will:</p>	<p><i>B. To explain how economics, scarcity, productivity and economic growth, markets and price affect historical events.</i></p> <p>The students will:</p>



<p><b>on production and consumption in the economy.</b></p> <p><b>V. Understand the interdependence of local, national, and global economics.</b></p>	<ol style="list-style-type: none"> <li>1. Identify the three questions of all economic systems:               <ol style="list-style-type: none"> <li>a. What is produced?</li> <li>b. How it is produced?</li> <li>c. For who is it produced?</li> </ol> </li> <li>2. Identify people who purchase goods and services as consumers; people who make goods or provide services as producers</li> <li>3. Define market economy (Businesses produce what consumers want)</li> <li>4. Compare and contrast money and barter</li> <li>5. Identify and describe factors of production (labor, capital, land and entrepreneurship)</li> <li>6. Explain the connection between work and money earned</li> <li>7. Compare and contrast skilled and unskilled workers</li> <li>8. Explain how a product is produced</li> <li>9. Explain markets and price</li> <li>10. Explain how assembly lines use specialization and division of labor to produce items more quickly</li> <li>11. Identify different forms of money used over time</li> <li>12. Describe how money is used for saving and purchasing goods and services</li> <li>13. Explain taxes and how they are used</li> <li>14. Explain and give examples of competition in the local economy</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how the economic disparity between the North and the South was a factor that led to the Civil War</li> <li>2. Analyze the advantages and disadvantages of industrial and agrarian economies</li> <li>3. Describe the factors that lead to American economic recovery after major military conflicts</li> <li>4. Describe taxes and tariffs and their effect on internal and external conflicts in American</li> <li>5. Determine why some of the first English colonies survived and others did not</li> <li>6. Evaluate the colonists' use of resources and how it affected their relationship with Native Americans</li> <li>7. Describe the advantages and disadvantages of the free enterprise system throughout American history</li> <li>8. Describe how advances in communication, transportation, technology have contributed to interdependence of nations around the world</li> <li>9. Explain the relationship between imports and exports and a nation's economy</li> </ol>
	<p><i>C. To describe the effects of global trade.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Define interdependence, imports, exports, and trade</li> <li>2. Make choices about purchasing one good or service over another and explain the choice</li> <li>3. Explain in an age-appropriate way what makes some countries richer than others</li> <li>4. Describe how Catholics should respond to injustice and inequalities among peoples and nations</li> <li>5. Give examples and compare human, natural, and capital resources</li> <li>6. Give examples of ways in which people conserve resources</li> <li>7. Identify the natural resources of the regions of the U.S.</li> <li>8. Explain in simple terms the importance of free enterprise in the U.S.</li> </ol>	<p><i>C. To demonstrate an understanding of the moral implications of economic choices.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Consider the source of products and social justice principles when making consumer choices</li> <li>2. Describe how Catholics should respond to injustice and inequalities among peoples and nations</li> <li>3. Identify current global economic problems and suggest possible causes and solutions</li> <li>4. Describe how technology has changed local and global communities</li> </ol>
















	9. Name some benefits of international trade (Creation of interdependence of nations) 10. Name some exports and imports of the U.S. 11. Identify major trading partners of the U.S. 12. Identify the locations of various economic activities and describe how physical and human factors influence them (cities near bodies of water, submarine base in Groton) 13. Describe how technology has changed local and global communities	
<b>GEOGRAPHY</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>I. Locate, describe and explain places, regions and features on the Earth.</b>  <b>II. Analyze and explain characteristics and interactions of the Earth's physical systems.</b>  <b>III. Understand relationships between geographic factors and society.</b>  <b>IV. Understand the historical significance of geography.</b>	<b>A. To visualize, create, read, and interpret maps.</b>  The students will: 1. Distinguish between absolute and relative locations 2. Compare and contrast physical and man-made features of regions (chart, table, essay, etc.) 3. Identify and compare and contrast the physical, demographic, and economic characteristics of regions of the United States 4. Use lines of latitude and longitude to identify absolute locations on a map 5. Create maps of the United States	<b>A. To visualize, create, read and interpret maps, globes and satellite-produced image.</b>  The students will: 1. Compare and contrast map projections Explain map keys on special purpose maps (i.e., climate, elevation, etc.) 2. Use coordinates of latitude and longitude to locate points in North America 3. Describe the location of their town and Connecticut relative to other towns, states, and countries 4. Locate and label major political regions and physical features in North America and explain how those features affected 5. patterns of settlement, economic activity, and 6. movement
	<b>B. To explain how humans interact with their environment.</b>  The students will: 1. Analyze the ways humans have affected their environment and ecosystems in both positive and negative ways 2. Describe reasons for movement from one region of the U.S. to another (past and present) 3. Trace the communication of ideas and the movement of goods from one region to another 4. Describe the ways in which technology and science have changed the way Americans in all regions look at natural resources	<b>B. To analyze human interaction with the environment.</b>  The students will: 1. Describe how Native Americans and Europeans interacted with the environment to suit their needs 2. Analyze the uneven distribution of renewable and nonrenewable resources in North America and evaluate its effect on the environment 3. Describe uses of resources and land in home, school, and community during various times in American history 4. Propose alternate uses of land and resources 5. Compare and contrast the way government has established order and managed conflict (or failed to do so) during different periods of American history (chart,

		<p>table, essay, etc.)</p> <ol style="list-style-type: none"> <li>Describe significant geographical disputes during American history and explain how they were resolved</li> <li>Hypothesize about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought</li> <li>Describe how advances in technology and science have changed the way Americans interact with their environment</li> <li>Identify current global problems and suggest possible ways in which the U.S. has contributed to them and potential solutions</li> <li>Identify human rights issues (the treatment of women and children, religious groups, the effects of war) in American history</li> <li>Describe how settlement pattern caused changes in the six major ecosystems of the United States (croplands, forests, coasts and oceans, urban and suburban areas, arid and rangeland areas, and freshwater areas)</li> </ol>
	<p><i>C. To identify resources and apply Catholic social teaching to the use of resources.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Distinguish between renewable and nonrenewable resources</li> <li>Describe ways he/she can be stewards of God's creation</li> <li>Describe uses of resources and land in home, school, and community in different regions of the U.S.</li> <li>Describe how learning about the fragility of our environment and ecosystem should change human behavior</li> <li>Propose alternative uses of land and resources</li> <li>Describe ways in which the regions of the United States are dependent on one another</li> <li>Describe the conflicts between and among groups and regions in the use of natural resources</li> <li>Identify and the physical, demographic, and economic characteristics of regions of the United States</li> </ol>	<p><i>C. To identify resources and apply Catholic social teaching to the use of resources.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Describe ways he/she can be stewards of God's creation</li> <li>Describe uses of resources and land in home, school, and community in different regions of the U.S.</li> <li>Describe how learning about the fragility of our environment and ecosystem should change human behavior</li> <li>Propose alternative uses of land and resources</li> <li>Describe ways in which the regions of the United States are dependent on one another</li> <li>Describe the conflicts between and among groups and regions in the use of natural resources</li> <li>Identify and the physical, demographic, and economic characteristics of regions of the United States</li> </ol>
	<i>E. To describe the geography of the state of Connecticut.</i>	<i>E. To describe the geography of the state of Connecticut.</i>

	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the physical, demographic and economic characteristics of Connecticut</li> </ol>	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the physical, demographic and economic characteristics of Connecticut</li> </ol>
<b>HISTORY</b>	<b>Grade 4</b>	<b>Grade 5</b>
<ol style="list-style-type: none"> <li>I. <b>Apply the skills of historical analysis and interpretation.</b></li> <li>II. <b>Understand the development of significant political events.</b></li> <li>III. <b>Describe the importance of significant events in local and Connecticut history and their connections to United States history.</b></li> <li>IV. <b>Demonstrate an understanding of significant events and themes in world history/international studies.</b></li> <li>V. <b>Access, gather, and interpret information from a variety of primary and secondary sources including electronic media (images, maps, graphs, artifacts, recordings and text).</b></li> <li>VI. <b>Create various forms of written work (e.g., journal, essay, blog, Webpage, brochure) to demonstrate an understanding of history and social studies.</b></li> <li>VII. <b>Demonstrate an ability to participate in social studies discourse through informed</b></li> </ol>	<p><i>A. To understand that different cultures shaped the communities, states, regions, and the United States as a nation.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast Native American and early settler attitudes about natural resources</li> <li>2. Describe the contribution of major historical figures including but not limited to George Washington, Thomas Jefferson, Harriet Beecher Stowe, Harriet Tubman, Frederick Douglass, and Abraham Lincoln</li> </ol>	<p><i>A. To make generalizations about human influence in shaping communities, states and nations.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe how adaptation to the environment helps create the cultures and civilizations (from the time of Native Americans to the events of September 11) in the Western Hemisphere</li> </ol>
	<p><i>B. To demonstrate how different people can look at an event or situation in diverse ways.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe a national or Connecticut event from two different points of view (For example, students describe the Indian wars from the point of view of a settler and a Native American)</li> <li>2. Apply a Native American custom (Talking Stick) to modern life</li> <li>3. Create written work (e.g., news articles, brochures) to describe historical events, people and/or places using evidence</li> <li>4. Evaluate the evidence related to different points of view of an event</li> </ol>	<p><i>B. To analyze the origin and significance of historical development of the United States.</i></p> <p>The students will</p> <ol style="list-style-type: none"> <li>1. Analyze: <ol style="list-style-type: none"> <li>a) The reasons for exploring and colonizing in the New World by European countries</li> <li>b) The events that led to the major conflicts (Revolutionary War, War of 1812, the Civil War, etc.)</li> <li>c) The importance of key domestic issues (Jim Crow Laws, Women's suffrage)</li> </ol> </li> <li>2. Make predictions about the future of the United States based on current or past events</li> <li>3. Create written work (e.g., historical fiction essays) using primary sources (e.g., newspaper article, formal essay, poetry, play)</li> </ol>
	<p><i>C. To demonstrate a sense of historical sequence.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Make and use time lines to sequence major events in American History within the various regions of the US</li> </ol>	<p><i>C. To analyze the significance of events and political and social movements in U.S. history.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. List the reasons for immigration and describe how</li> </ol>



<p><b>discussion, debate, and effective oral presentation.</b></p>	<p>including from Colonization to Modern times</p> <ol style="list-style-type: none"> <li>Identify and sequence the major events of Connecticut history</li> <li>Describe an event in Connecticut State history that affects the way people in the state live today</li> <li>Compare and contrast the communication and transportation of early Connecticut and American history with that of today</li> <li>Synthesize important events in Connecticut History and explain the role of Connecticut during the colonial and revolutionary periods</li> </ol>	<p>immigrants have adapted to life in America</p> <ol style="list-style-type: none"> <li>Describe situations when an individual may experience conflict because he/she belongs to more than one group (i.e., a political party and a religious group)</li> <li>Evaluate the reasons the 13 colonies sought independence from Great Britain and explain the purpose of the Declaration of Independence</li> <li>Explain the essential characteristics of American democracy found in the Constitution and apply them to the roles of citizens in its society</li> <li>Use primary sources to explain the changing role of the United States as a world power</li> <li>Describe institutions and groups in American history which worked for the common good (successfully and unsuccessfully)</li> <li>Describe:               <ol style="list-style-type: none"> <li>The lasting effects of various cultures on present-day American society.</li> <li>The lasting effects of the Civil War and Reconstruction on American society</li> <li>The lasting effects of westward expansion</li> </ol> </li> </ol>
		<p><i>D. To discuss the morality of historical events (war, slavery).</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Compare and contrast reasons for the establishment of the 13 distinct British colonies in North America (chart, table, essay, etc.)</li> <li>Compare the roles of Europeans and enslaved Africans in the British colonial society of North America</li> <li>Debate conflicting points of view on historical issues or events using evidence</li> <li>Views and feelings of people in the past (e.g., slavery, Colonial reaction to British regulations and taxes) using personal experience and primary and secondary readings</li> </ol>
<p><b>Cross Curricular and Catholic Social Teachings Connections</b></p>	<p> When students learn about the trade partners of the United States, they should discuss work place conditions in some of those countries and discuss how what they buy affects human dignity. (Religion,</p>	<p> Students will write essays about slavery, discrimination and other historical injustices; these essays reflect an understanding that there is a unique sacred worth in each person simply because</p>

	<p>Language Arts, Economics)</p> <p> Students list the things in their home (or list items in the grocery store) that come from other countries. They discuss what familiar products are imported from other nations, research the conditions they were produced and how much of the cost of the item goes to the producer. (Economics, Math, Religion)</p>	he/she exists. (Language Arts, Religion)
<b>Teaching Learning Strategies</b>	<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"> <li> Sets up mock elections and a simple system of classroom government</li> <li> Plans virtual and actual field trips to places of historical, civic, economic or geographic significance</li> </ul> <p><b>Student Centered</b></p> <ul style="list-style-type: none"> <li> Work in cooperative groups to compare the costs of domestically produced and imported items</li> <li> Work in cooperative groups to research historical political leaders of Connecticut</li> <li> Work independently and in groups to create graphs, charts, or diagrams that compare and contrast the ways American Indians viewed nature with the way Americans do today</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li> Develop the habit of reading news sources (text or electronic) regularly.</li> <li> Use technology in all phases of learning</li> </ul>	<p><b>Teacher Directed</b></p> <ul style="list-style-type: none"> <li> Sets up mock elections and a simple system of classroom government</li> <li> Displays primary sources</li> <li> Plans virtual and actual field trips to places of historical, civic, economic or geographic significance</li> </ul> <p><b>Student Centered</b></p> <ul style="list-style-type: none"> <li> Work in cooperative groups to creating a “new” nation with its own climate and geographical features, and establishing a system of government and economy.</li> <li> Work together to evaluate the historical contributions of political leaders</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li> Develop the habit of reading news sources (text or electronic) regularly.</li> <li> Use technology in all phases of learning</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>▪ Text chosen from the <i>Approved Programs and Text</i> list and text tech support</li> <li>▪ Classroom library selections, such as: <ul style="list-style-type: none"> <li>○ <u>I Have a Dream</u> by Martin Luther King, Jr.</li> <li>○ <u>National Symbols Series</u> by Debra Hess</li> <li>○ <u>The Voice of the People: American Democracy in Action</u> by Betsy Maestro</li> <li>○ <u>Mill</u> David Macauley</li> <li>○ <u>Ice Cream Cones for Sale</u> by Elaine Greenstein</li> <li>○ <u>Grandma and Me at the Flea</u> by Juan Felipe Herrera</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"><li>▪ Children’s current events magazines like <u>Junior Scholastic</u></li><li>▪ Maps, globes, gazetteers</li><li>▪ Virtual field trips</li><li>▪ Newspapers, catalogs and advertisements</li><li>▪ Professional Magazines: <u>Social Studies Teacher</u>, <u>History Matters</u></li><li>▪ Publishers Websites including <a href="http://www.eduplace.com">www.eduplace.com</a>, <a href="http://www.scholastic.com">www.scholastic.com</a>, <a href="http://www.CT.gov">www.CT.gov</a></li></ul>
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## ADH REVISED SOCIAL STUDIES CURRICULUM STANDARDS GRADE 6

Strand - Standards/Goals	Grade 6
<p><b>CIVICS</b> Through the study of ancient and medieval cultures the student will:</p> <p>I. Grow in understanding the importance of good citizenship:</p> <ol style="list-style-type: none"> <li>Working for the common good</li> <li>Treating all peoples as equals</li> <li>Understanding various customs and celebrations</li> </ol> <p>II. Understand social groups and institutions:</p> <ol style="list-style-type: none"> <li>Similarities among diverse groups</li> <li>Contributions of diverse groups</li> </ol>	<p><i>A. To describe and analyze social groups and institutions, noting similarities and differences among diverse groups and their contributions to civilization.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Compare and contrast ancient civilizations: (Rome, Greece, China, India, etc.) with one another and with modern U.S. civilization (chart, table, essay, etc.)</li> <li>Describe ancient governments and/or political systems: republics, empires, feudalism, etc.</li> <li>Describe the movements of the Middle Ages: Renaissance, Reformation (civilization - religion, art, etc.)</li> <li>Explain the reasons for and the effects of political revolutions: French, Russian, Non-violent Indian</li> <li>Summarize the history of the Industrial Revolution through the modern era</li> <li>Describe the diversity or lack of it in ancient cultures and explain how this contributed to conflict</li> <li>Analyze how ancient and medieval peoples encouraged unity and dealt with diversity to maintain order and security</li> <li>Analyze the effect of the growth of Christianity on early cultures</li> </ol> <p><i>B. To examine the qualities of good government and citizenship in ancient and medieval cultures.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Describe ways in which ancient and medieval governments failed to promote the common good</li> <li>Compare and contrast an issue of public concern from multiple points of view (i.e. government service in Sparta and Athens) (chart, table, essay, etc.)</li> <li>Identify the responsibilities of good citizenship in ancient, medieval and modern cultures</li> </ol>
<b>ECONOMICS</b>	<b>Grade 6</b>
<p>Through a study of ancient and medieval history the student will:</p> <p>I. Understand the economy of ancient and medieval cultures: how goods and services were produced and</p>	<p><i>A. To analyze the structure of ancient and medieval cultures.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Describe the goods and services produced and distributed in ancient and medieval cultures</li> <li>Describe the change in ancient societies from bartering to currency</li> </ol>

distributed; II. Distinguish between needs and wants III. Understand supply and demand IV. Understand exchange rate	3. Compare banking in medieval societies with modern banking 4. Compare and contrast taxation between and among medieval and modern times (chart, table, essay, etc.) 5. Explain how trade affects the relationship of nations with their trading partners 6. Explain how climate and geographical location affect economy (what is traded, how trade takes place, growth of cities) 7. Describe the effects of catastrophic events on economy 8. Analyze the effect of economic protests on government (India-Great Britain) 9. Compare and contrast how the underprivileged, the poor, and women were treated in ancient and medieval societies 10. Evaluate the way the economic systems of ancient and medieval societies affected the common good 11. Describe how ancient and medieval economic systems worked 12. Evaluate the effects of ancient and medieval economic systems on modern economics
<b>GEOGRAPHY</b>	
Through a study of ancient and medieval cultures the sixth grade student will:  I. Understand the concept of location II. Understand the concept of place III. Understand human-environment interaction IV. Understand the concept of movement V. Understand the concept of region VI. Understand and use geographic tools to collect, analyze, and interpret information.	<p><i>A. To demonstrate an understanding of location and place in ancient and medieval cultures.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Describe the geography (physical, political) of ancient and medieval civilizations including, but not limited to:             <ul style="list-style-type: none"> <li>○ Ancient Greece</li> <li>○ Ancient Rome</li> <li>○ Ancient India</li> <li>○ Ancient China</li> <li>○ Ancient Egypt</li> <li>○ Byzantine Civilizations</li> <li>○ Muslim Civilizations</li> <li>○ Ancient Africa</li> <li>○ The Americas (Early Civilizations)</li> <li>○ Medieval Europe</li> </ul> </li> <li>Locate absolute and/or relative positions of countries studied (Ancient Greece, Rome, Sparta, etc)</li> </ol> <p><i>B. To analyze human interaction with environment.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>Compare and contrast geographical features of ancient and medieval lands with one another and with modern world (chart, table, essay, etc.)</li> </ol>

	<ol style="list-style-type: none"> <li>2. Analyze ways in which ancient and medieval cultures changed their environments</li> <li>3. Describe how technology (tools and processes) changed the way people lived in ancient and medieval times</li> </ol>
	<p><i>C. To analyze movement of people and cultures in ancient and medieval cultures.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain how ancient empires grew and expanded</li> <li>2. Compare and contrast the ways people, products, and ideas are moved across the world between and among ancient and modern societies (Use tables, charts, essays, etc.)</li> <li>3. Describe the effects of climatic and meteorological events on lives of ancient people</li> <li>4. Compare and contrast modern and ancient regions (landforms, vegetation, etc.) using tables, charts, essays, etc.</li> </ol>
	<p><i>D. To examine geographic sources of tension and cooperation among ancient and medieval cultures.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify factors that contributed to or caused disputes between ancient and medieval cultures</li> <li>2. Identify belief systems, music, art and language that contributed to understanding between ancient and medieval cultures</li> <li>3. Identify human rights issues in ancient and medieval cultures such as the treatment of children, religious groups, and effects of war and compare them with modern events</li> </ol>
	<p><i>E. To visualize, create, read and interpret maps.</i></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Use maps, globes and satellite images to gather information</li> <li>2. Define and use compass rose, intermediate directions, key, scale, locator</li> <li>3. Describe location in terms of latitude and longitude</li> <li>4. Read and create large and small scale maps, time zone maps, distribution maps</li> <li>5. Use the Internet to access maps and other sources of information</li> <li>6. Create maps of the ancient world</li> </ol>

<b>HISTORY</b>	
<p>Through the study of ancient and medieval civilizations the student will:</p> <ul style="list-style-type: none"> <li>I. Develop historical thinking skills, including chronological thinking, recognizing change over time, contextualizing</li> <li>II. researching historical sources, understanding competing narratives and interpretation, constructing narratives and interpretations</li> <li>III. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history</li> <li>IV. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is.</li> <li>V. Recognize the importance of historical thinking and knowledge in their own lives and in the world in which they live.</li> <li>VI. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.</li> <li>VII. Explain how information and experiences may be interpreted by people from diverse cultural perspectives</li> <li>VIII. Understand how to use resources to gather and analyze information.</li> <li>IX. Understand how geography and economics affect history</li> </ul>	<p><i>A. To compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Compare and contrast early peoples and cultures including, but not limited to: <ul style="list-style-type: none"> <li>○ Ancient Egypt</li> <li>○ Mesopotamia</li> <li>○ Ancient India</li> <li>○ China</li> <li>○ Ancient Greece</li> <li>○ Ancient Rome</li> <li>○ Arabia</li> <li>○ Ancient America</li> </ul> </li> <li>2. Describe the cultures of ancient and medieval peoples (language, literature, spiritual beliefs, government, arts, etc.)</li> <li>3. Analyze the conflicts between and among ancient civilizations</li> <li>4. List the contributions of ancient and medieval cultures to subsequent cultures</li> <li>5. Evaluate the quality of evidence from various sources supporting a point of view</li> </ul> <p><i>B. To analyze how geography and economics affect the history of ancient and medieval cultures.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Describe how the geography of regions affected historical events</li> <li>2. Describe how the economics of ancient cultures affected historical events</li> </ul> <p><i>C. To analyze and evaluate human action in historical and/or contemporary contexts from alternative pints of view.</i></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>1. Compare and contrast how two or more groups or nations might view a historical or contemporary issue</li> <li>2. Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g., immigrant experience, wartime experiences) using primary sources</li> <li>3. Predict how a current issue or event might affect one’s life.</li> <li>4. Assess the potential impact of proposed solutions to contemporary issues</li> </ul>

<b>Cross Curricular and Catholic Social Teachings Connections</b>	<ul style="list-style-type: none"> <li>🕒 Students identify the economic injustices of ancient and medieval societies and the ways they have or have not been remedied. (History)</li> <li>🕒 Students evaluate ancient and medieval cultures in terms of Catholic social teaching. (History, Religion)</li> <li>🕒 In a description of culture in Medieval Europe, students examine the growth of the Catholic Church. (Language Arts, Religion)</li> </ul>
<b>Teaching &amp; Learning Strategies</b>	<p>Teacher Directed</p> <ul style="list-style-type: none"> <li>🕒 Sets up mock elections and a simple system of classroom government</li> <li>🕒 Displays primary sources</li> <li>🕒 Plans virtual and actual field trips to places of historical, civic, economic or geographic significance</li> </ul> <p>Student Centered</p> <ul style="list-style-type: none"> <li>🕒 Work in cooperative groups creating cultural events that mirror those of the cultures they study (Olympics, Toga parties, etc.)</li> <li>🕒 Work in groups to determine how ancient or medieval cultures might interpret modern events or technology</li> </ul> <p>Independent Practice</p> <ul style="list-style-type: none"> <li>🕒 Develop the habit of reading news sources (text or electronic) regularly</li> <li>🕒 Use graphic organizers to manage information</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ Text chosen from the <i>Approved Programs and Text List</i></li> <li>➤ Literature such as: <ul style="list-style-type: none"> <li>▪ <u>Life in a Medieval Village</u> by Frances and Joseph Giles,</li> <li>▪ <u>Catherine, Called Birdy</u> by Karen Cushman</li> <li>▪ <u>Adventures in the Middle Ages</u> by Linda Bailey</li> <li>▪ <u>The Midwife's Apprentice</u> by Karen Cushman</li> </ul> </li> <li>Publishers Websites including <a href="http://www.eduplace.com">www.eduplace.com</a>, <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>➤ Maps, globes, gazetteers</li> </ul>



## ADH REVISED AMERICAN HISTORY CURRICULUM STANDARDS GRADES 7 & 8

ADH Standards/Goals	
<p>I. Develop historical thinking skills, including:</p> <ul style="list-style-type: none"> <li>i. Chronological thinking</li> <li>ii. Recognizing change over time</li> <li>iii. Contextualizing</li> <li>iv. Researching historical sources</li> <li>v. Understanding competing narratives and interpretation</li> <li>vi. Constructing narratives and interpretations</li> </ul> <p>II. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history.</p> <p>III. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is.</p> <p>IV. Recognize the importance of historical thinking and knowledge in their lives and in the world in which they live.</p> <p>V. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.</p> <p>VI. Explain how information and experiences may be interpreted by people from diverse cultural perspectives.</p> <p>VII. Develop an understanding of how Catholics and the Catholic Church have influenced American history.</p> <p>VIII. Describe the importance of significant events in local and Connecticut history and their connections to United States history.</p> <p>IX. Access, gather, and interpret information from a variety of primary and secondary sources including electronic media (maps, graphs, images, artifacts, recordings &amp; text).</p> <p>X. Create various forms of written work (e.g., journal, essay, blog, Webpage, brochure) to demonstrate an understanding of history and social studies.</p> <p>XI. Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.</p>	
<p><b>Grade 7 Quarter 1:</b>  <b>Roots of American People; First English Settlements</b></p> <p><i>A. To identify the cultures and traditions that developed around the world that led to the early settlement of North America.</i></p> <p>The students will:</p> <p>1. Describe how early peoples spread across the Americas and built great</p>	<p><b>Grade 8 Quarter 1:</b>  <b>The West; Industrial and Urban Growth</b></p> <p><i>A. To evaluate the effect of big business on the development of the West.</i></p> <p>The students will:</p> <p>1. Explain the effect of the discovery of gold and silver on the West</p> <p>2. Describe how railroads helped develop the West</p>

<p>civilizations</p> <ol style="list-style-type: none"> <li>2. Assess the impact of geography on Native American culture</li> <li>3. Evaluate the factors that motivated Europeans to discovery and exploration</li> <li>4. Analyze the impact of European voyages and settlements</li> <li>5. Analyze the economic factors that motivated exploration</li> <li>6. Describe the conflicts between Native Americans and European explorers (i.e. religious and cultural differences)</li> <li>7. Relate the Native American reverence of nature to the Church's teaching on stewardship of the earth</li> </ol>	<ol style="list-style-type: none"> <li>3. Identify the moral and social consequences of the conflicts between native Americans (Indians) and settlers</li> <li>4. Summarize the struggles of Native American (Indian) groups in maintaining their culture and traditions</li> <li>5. Evaluate the government's motivation in passing the Dawes Act in 1887</li> <li>6. Summarize the cattle industry's boom and bust in the West</li> <li>7. Describe the Oklahoma Land Rush</li> <li>8. Identify the farming methods and inventions that helped settlers adapt to the life on the Plains</li> <li>9. Describe the formation of the National Grange and the Populist Party in helping the farmers</li> </ol>
<p><b><i>B. To evaluate the patterns of Spanish, French, Dutch, and English colonies in North America.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Assess the effect of geography and climate on the culture and economy in the colonies</li> <li>2. Identify the impact of slavery on the economy of colonial life</li> <li>3. Analyze the economic factors that led to and sustained slave trade</li> <li>4. Identify how slave labor and child labor still exist and the impact they have on modern economics</li> <li>5. Describe how the choices a consumer makes can influence unfair labor practices</li> <li>6. Compare and contrast the effect religion had on life in the colonies (chart, table, essay, etc.)</li> <li>7. Evaluate the different governing bodies in the colonies</li> <li>8. Describe how the religious beliefs of the colonists were accommodated in the settling of the different colonies</li> </ol>	<p><b><i>B. To describe how industrialization effected change in the United States.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify inventions and inventors that changed the way Americans live (i.e., Edison, Bell, Sholes, Carver, Matzelliger, Eastman, Ford, Wright Brothers, etc.)</li> <li>2. Identify entrepreneurs and their effect on the economic and social structure of the United States (i.e., Carnegie, Rockefeller)</li> <li>3. Describe the working conditions in factories and relate to the Church's teaching about the dignity of the human person</li> <li>4. Analyze the reasons for and the effects of labor reform and organized labor</li> </ol> <p><b><i>C. To describe the causes and effects of the growth of cities.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. List events that led to the growth of cities</li> <li>2. Describe the evolution of ethnic neighborhoods</li> <li>3. Analyze the challenges immigrants faced in assimilating into American life</li> <li>4. Identify social reformers and their effect on the health and safety of city populations (i.e., Mother Cabrini, Jane Addams, etc.)</li> <li>5. Evaluate the factors that led to public education</li> </ol>

	<p><b><i>D. To identify the reforms of the early twentieth century.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe the ideas behind the Progressive movement</li> <li>2. Summarize the policies of the Progressive presidents in the early 1900's</li> <li>3. Describe the rights that women gained during the early 1900's</li> <li>4. Explain the struggles for justice among African, Mexican, and Asian Americans in the early 1900's</li> <li>5. Describe the problems faced by religious minorities and the growth of Catholic schools</li> </ol>
<p><b>Grade 7 Quarter 2:</b>  <b>Road to Revolution; Creating the Constitution; A New Nation</b></p>	<p><b>Grade 8 Quarter 2: Expansion and World War I; The Roaring Twenties and the Great Depression; World War II</b></p>
<p><b><i>C. To analyze the increasing independence of the thirteen colonies and how this led to a breakdown in their relationship with Great Britain.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the causes and effects of the French and Indian War on the colonies</li> <li>2. Describe how the British tax laws brought the colonist closer to revolution</li> <li>3. Describe the immediate events that led to the Revolution</li> <li>4. Describe the colonists' moral justification for war</li> <li>5. Create a timeline of major battles and campaigns of the American Revolution and evaluate their significance</li> <li>6. Evaluate the contributions of minority groups to the outcome of the American Revolution</li> <li>7. Identify the major points of the Treaty of Paris that ended the War for American Independence</li> </ol>	<p><b><i>E. To describe how a more powerful United States expanded its role in the world.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe the moral, political, social and economic issues related to the expansion of the United States in acquiring Alaska, Samoa and Hawaii</li> <li>2. Identify the ongoing effects of the acquisition of Alaska, Samoa, and Hawaii</li> <li>3. Explain the Open Door policy of the United States toward China in the late 1800's</li> <li>4. Summarize the causes and effects of the Spanish American War</li> <li>5. Discuss the morality of the Spanish American War</li> <li>6. Explain how and why the United States built the Panama Canal</li> <li>7. Identify key issues of American foreign policy in the early 1900's aimed to build U.S. influence in Latin America</li> <li>8. Summarize the U.S. foreign policy of Teddy Roosevelt</li> <li>9. Identify the causes of World War I</li> <li>10. Discuss whether or not WWI was a just war</li> <li>11. List the reasons the U.S. moved from neutrality to involvement in World War I</li> <li>12. Summarize the steps the United States took to prepare the nation for war</li> <li>13. Explain the reasons why the government took strong action to win support for the war and to suppress dissent</li> <li>14. Identify the effect of American troops in securing victory for Allied troops</li> <li>15. Explain the goal of Woodrow Wilson's 14 Points</li> <li>16. Evaluate the terms of the Treaty of Versailles and its effect on Germany</li> <li>17. Describe how the Treaty of Versailles led to WWII</li> <li>18. Summarize the controversy of the League of Nations in the United States</li> </ol>

<p><b><i>D. To describe the underlying philosophy in the creation, implementation, and the flexibility of the U.S. Constitution.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify documents on which the Constitution was based</li> <li>2. Describe the process that led to the adoption of the Constitution</li> <li>3. Describe the sections of the Constitution (Preamble, Articles, Bill of Rights, Amendments)</li> <li>4. Describe the process of adding amendments</li> <li>5. Explain how the amendments adapt the Constitution to the changing needs of American society</li> <li>6. Describe how the Constitution parallels Church teachings about the dignity of the human person</li> </ol>	<p><b><i>F. To identify political movements that affected world events in the early part of the 20<sup>th</sup> Century.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Summarize the events leading to the Bolshevik Revolution</li> <li>2. Identify leaders of the Russian Revolution</li> <li>3. Discuss the opposition of the Catholic Church to the rise of Communism</li> </ol>
<p><b><i>E. To apply knowledge of how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the importance of the separation of powers</li> <li>2. Describe the responsibilities and limits of each of the three branches of government</li> <li>3. Describe the process of how a bill becomes a law (Include veto/override process)</li> <li>4. Use a modern event that illustrates how the system of checks and balances works</li> </ol>	<p><b><i>G. To describe the nation's reaction to the changes in the 1920's that led to the Great Depression and its affect on the American people and government.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the administrations of Harding and Coolidge</li> <li>2. Describe the U.S. policy of isolationism</li> <li>3. Explain the causes and effects of the Red Scare</li> <li>4. Identify the causes and effects of the 18<sup>th</sup> Amendment</li> <li>5. Explain the importance of the 19<sup>th</sup> Amendment</li> <li>6. Summarize the importance of the Harlem Renaissance and the Jazz Age</li> <li>7. Identify the economic problems that threatened the economic boom of the 1920's and led to the stock market crash</li> <li>8. Describe Hoover's response to the Depression and evaluate its effectiveness</li> <li>9. Identify FDR's response to the Depression and programs during the Great Depression and evaluate its effectiveness</li> <li>10. Explain how the Great Depression affected daily life of Americans</li> <li>11. Evaluate the importance of the Social Security System in 1935 as well as today</li> <li>12. Summarize how government reforms and new labor organizations helped unions grow more powerful</li> <li>13. Identify the role unions and reforms played in guaranteeing a fair and just workplace</li> <li>14. Compare and contrast the role of unions in the 1920's and today</li> <li>15. Explain how the New Deal changed the role of government</li> </ol>

<p><b>F. To identify how early presidents overcame internal and external challenges to set the new nation on a firm foundation.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Analyze the political philosophies of Alexander Hamilton and Thomas Jefferson</li> <li>2. Summarize the precedents set during Washington’s administration that affected both domestic and foreign policies</li> <li>3. Evaluate how the actions of Great Britain and France affected the United States</li> <li>4. Describe and analyze the formation of political parties in the United States</li> <li>5. Summarize the contributions of John Adams to the growth of the early United States especially in terms of foreign policy</li> </ol>	<p><b>16. Identify New Deal projects from which Americans still benefit</b></p> <p><b>H. To identify and evaluate the causes and effects of World War II</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain the reasons totalitarian dictators gained power after World War I</li> <li>2. Describe the actions of the rulers of Japan, Italy and Germany in expanding their territories</li> <li>3. Evaluate the importance of the Neutrality Act of 1935</li> <li>4. Summarize the events that occurred to start the war in Europe</li> <li>5. Evaluate the morality of WWII as a just war</li> <li>6. Explain the importance of the Lend-Lease Act to Great Britain</li> <li>7. Explain the significance of the Japanese attack on Pearl Harbor</li> <li>8. Summarize the major battles in Europe and North Africa i.e. Stalingrad, El Alamein</li> <li>9. Summarize the major battles in the Pacific theater – i.e. Coral Sea, Midway</li> <li>10. Explain why some civil liberties were restricted for some during World War II – Japanese Americans, African Americans</li> <li>11. Describe the significance of D- Day</li> <li>12. Summarize the events leading to Germany’s defeat</li> <li>13. Summarize the events leading to Japan’s defeat</li> <li>14. Evaluate the decision to drop an atomic bomb on Japan</li> <li>15. Explain the Holocaust and the reaction of the international community</li> </ol>
<p><b>Grade 7 Quarter 3:</b> <b>A Growing Nation in Conflict; Westward Expansion</b></p> <p><b>G. To explain the conflicting policies and contributions of the Jefferson, Madison, Monroe and Jackson Administrations.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Examine the political and moral importance of early Supreme Court ruling in strengthening the federal government and supporting economic growth: <ol style="list-style-type: none"> <li>a. <i>Marbury v. Madison</i></li> <li>b. <i>McCulloch v. Maryland</i></li> <li>c. <i>Dartmouth College v. Woodward</i></li> <li>d. <i>Gibbons v. Ogden</i></li> </ol> </li> </ol>	<p><b>Grade 8 Quarter 3:</b> <b>The United States and the Cold War; Civil Rights Era; Vietnam Era</b></p> <p><b>I. To identify key foreign and domestic issues that affected the United States after World War II.</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the reasons why the friendships among the Allies broke down after World War II</li> <li>2. Explain the steps taken by the United States to shape a foreign policy that would limit the spread of communism (Truman Doctrine, Marshall Plan)</li> <li>3. Summarize the importance of the formation of the United Nations, NATO and the Warsaw Alliance</li> <li>4. Identify the problems of the post war economy in the United States</li> <li>5. Explain how the post- war prosperity led to changes in American life – baby</li> </ol>

<p>2. Describe the economic and/or moral impact of land acquisitions :</p> <ul style="list-style-type: none"> <li>a. <i>Louisiana Purchase</i></li> <li>b. <i>Acquisition of Florida</i></li> <li>c. <i>Louis and Clark Exploration</i></li> <li>d. <i>Trail of Tears</i></li> </ul> <p>3. Summarize the impact of the Monroe Doctrine</p> <p>4. Identify the causes and effects, both immediate and subsequent, of the War of 1812</p> <p>5. Describe the evolution of the debate between states rights and the powers of the federal government</p> <p>6. Identify factors that led to the Bank War and Nullification Crisis</p>	<p>boom, rock and roll, television</p> <p>6. Explain how the situation in Korea became the Korean War</p> <p>7. Evaluate the Korean War as a just or unjust conflict</p> <p>8. Describe how the Korean War ended</p> <p>9. Explain the role of Joseph McCarthy and American's fear of communism</p> <p>10. Compare and contrast the arms race between the United States and the Soviet Union</p> <p>11. Evaluate the significance of the election of John F. Kennedy</p> <p>12. Summarize the events leading to the Cuban missile crisis</p>
<p><b><i>H. To relate the effects of the Industrial Revolution to the development of distinct economies in the North and South.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the impact of industrialization and mass production on American life</li> <li>2. Compare the impact of industrialization with the growth of modern technology</li> <li>3. Describe the effects of inventions on the economies of both the North and South</li> <li>4. Analyze the effect of better transportation and communication on the economy</li> <li>5. Evaluate the importance of the cotton industry on the social and economic life of the South</li> <li>6. Describe how the cotton gin affected the growth of slavery</li> <li>7. Explain why the North had more industry than the South</li> <li>8. Debate the economic necessity of slavery in the South with the moral opposition to slavery in the North</li> <li>9. Discuss whether economic necessity justifies exploitation of the worker</li> </ol>	<p><b><i>J. To explain how the civil rights movement began establishing equal opportunity for all Americans.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain the role of the NAACP in the civil rights movement</li> <li>2. Evaluate the importance of <i>Brown v Board of Education</i></li> <li>3. Summarize the actions taken by Rosa Parks and the resulting Montgomery Bus Boycott</li> <li>4. Explain the importance and impact of the decisions of the Warren court - <i>Miranda v Arizona</i>, <i>Tinker v Des Moines School District</i></li> <li>5. Identify Lyndon Johnson's attempt to deal with the causes and effects of poverty</li> <li>6. Evaluate Martin Luther King's use of non-violent protest to gain equal rights</li> <li>7. Explain the significance Civil Rights Act of 1964</li> <li>8. Explain the effect of the Voting Rights Act of 1965</li> <li>9. Compare and contrast the strategy of Martin Luther King and Malcolm X on civil rights</li> <li>10. Describe the gains made by the women's movement</li> <li>11. Summarize the actions of Mexican Americans to gain their civil rights and relate to immigration issues of the early 21<sup>st</sup> Century</li> <li>12. Evaluate the importance of the Voting Rights Act of 1975</li> <li>13. Explain how Native Americans worked for change</li> <li>14. Explain the continuing impact of the Americans with Disabilities Act</li> <li>15. Summarize the long-term effects of the civil rights movement of the 1960's</li> <li>16. Relate the Civil Rights movement to the Catholic social principle that supports</li> </ol>

	the dignity of the human person
<p><b><i>I. To identify the impact of Westward expansion on all aspects of American life.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the political and moral importance of: <ol style="list-style-type: none"> <li>a. The Missouri Compromise</li> <li>b. Abolitionist Movement</li> <li>c. Women’s Suffrage</li> <li>d. Development of Canal System</li> <li>e. Manifest Destiny</li> </ol> </li> <li>2. Identify common themes in American art and literature and the artists involved</li> <li>3. Identify the issues raised by adding new states to the Union</li> <li>4. Explain the effects of the Gold Rush on the California (i.e., diversity of population, political, economic and geographic growth)</li> <li>5. Describe religious groups that emerged during the early to mid 1800s and their impact on American life</li> <li>6. Identify the contributions of immigrants in Westward expansion</li> <li>7. Describe the growth of discrimination against immigrants, Catholics, Jews, Native and African Americans</li> </ol>	<p><b><i>K. To identify the causes and immediate and subsequent effects of the Vietnam War.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain how Vietnam became a focus after World War II</li> <li>2. Explain the reasons why the United States supported South Vietnam</li> <li>3. Evaluate the concerns of the domino theory during this time</li> <li>4. Describe how President Johnson expanded the war in Vietnam</li> <li>5. Summarize the effects of the Gulf of Tonkin Resolution and the Offensive</li> <li>6. Compare and contrast American viewpoints of the Vietnam War</li> <li>7. Explain how the Vietnam War affected the election of 1968</li> <li>8. Describe President Nixon’s policies</li> <li>9. decreased U.S. involvement in Vietnam</li> <li>10. Summarize the results of the bombing</li> <li>11. on targets in Cambodia both in the area and in the United States</li> <li>12. Describe how the fighting came to an end in Vietnam</li> <li>13. Summarize the long lasting effects on both the United States and Vietnam after the war</li> </ol>
<p><b><i>J. To summarize conflicts with Mexico.</i></b></p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Explain how Texas became independent from Mexico</li> <li>2. Analyze the events leading to and the effects of the Mexican American War</li> <li>3. Summarize how the United States achieved Manifest Destiny</li> </ol>	
<p><b>Grade 7 Quarter 4:</b>  <b>A Nation Divided; The Civil War; Reconstruction</b></p>	<p><b>Grade 8 Quarter 4:</b>  <b>New Directions – A Changing World Climate</b></p>
<p><b><i>K. To identify strategies the United States attempted in dealing with growing sectional differences and explain why they failed.</i></b></p> <p>The students will:</p>	<p><b><i>L. To identify events that changed the way Americans viewed the presidency.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Summarize the successes and failures of the Nixon administration</li> <li>2. Identify the challenges faced by President Ford and his administration’s attempts</li> </ol>

<ol style="list-style-type: none"> <li>1. Describe the conflict of slavery in the territories after the Mexican-American War</li> <li>2. Summarize the Compromise of 1850</li> <li>3. Discuss the divergent philosophies of political, social, and religious leaders on such issues as slavery and states' rights</li> <li>4. Describe the effect of <i>Uncle Tom's Cabin</i></li> <li>5. Explain the idea of popular sovereignty and its application in the Kansas-Nebraska territory</li> <li>6. Evaluate the consequences of the Kansas Nebraska Act</li> <li>7. Explain the highlights and significance of the Lincoln-Douglas debates</li> <li>8. Assess the impact of the Dred Scott decision by the Supreme Court</li> <li>9. Explain how the Dred Scott Decision reaffirms the dignity of the human person</li> <li>10. Describe the northerners' and southerners' reaction to John Brown's Raid</li> <li>11. Analyze the importance of the election of 1860 in sparking the secession of the southern states</li> </ol>	<p>to resolve them</p>
<p><b><i>L. To identify the people, places, and things that affected the outcome of the Civil War.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Identify the northern, southern, and neutral states at the start of the war</li> <li>2. Compare and contrast the strategies used by the north and south at the start of the Civil War (chart, table, essay, etc.)</li> <li>3. Explain why the Union's plan of quick victory failed</li> <li>4. Identify the new technologies used in the Civil War</li> <li>5. Explain Lincoln's intentions in issuing the Emancipation Proclamation</li> <li>6. Identify the major military leaders of the Civil War and evaluate the effects of their actions</li> <li>7. Explain the significance of: <ol style="list-style-type: none"> <li>a. First Battle of Bull Run</li> <li>b. Shiloh</li> <li>c. Gettysburg</li> <li>d. Vicksburg</li> <li>e. Atlanta</li> <li>f. Richmond</li> </ol> </li> </ol>	<p><b><i>M. To show how major national and international events affected the nation.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Describe the problems of the Carter administration</li> <li>2. Explain how President Carter's policies demonstrated a shift in U.S Cold War policy</li> <li>3. Explain how the growing conservative movement helped reshape American politics</li> <li>4. Summarize President Reagan's plan for the United States when he took office</li> <li>5. Evaluate President Reagan's policy against détente in dealing with the Soviet Union</li> <li>6. Summarize the events in the Soviet Union that ended the Cold War</li> <li>7. Assess the events that caused the Cold War</li> <li>8. Compare and contrast the administrations of President Reagan and President George H.W. Bush (chart, table, essay, etc.)</li> <li>9. Describe the election of 1992</li> <li>10. Assess President Clinton's label of a "New Democrat"</li> <li>11. Summarize the controversial election of 2000</li> <li>12. Explain the goal of George W. Bush's No Child Left Behind program</li> </ol>



<ol style="list-style-type: none"> <li>8. Explain the contributions of women and African-Americans in the Civil War</li> <li>9. Summarize the significance of the surrender of Lee to Grant at Appomattox</li> </ol>	<ol style="list-style-type: none"> <li>13. Identify policies of the United States that promoted change in South Africa, China and Cuba during this time</li> <li>14. Assess why the Middle East has been an interest to the United States</li> <li>15. Summarize the conflict between Jews and Arabs in the Middle East</li> <li>16. Explain the causes and results of the 1991 Persian Gulf War</li> </ol>
<p><b><i>M. To analyze the short and long term effects of the Civil War.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast Lincoln’s plan for Reconstruction with that of Congress (chart, table, essay, etc.)</li> <li>2. Evaluate the impact of Lincoln’s assassination</li> <li>3. Describe the conflict between Johnson and the radical Republicans</li> <li>4. Describe the events leading to the impeachment of President Johnson</li> <li>5. Describe the major elements of the 13<sup>th</sup> 14<sup>th</sup>, and 15<sup>th</sup> Amendments and analyze the ways in which they promoted the dignity of human beings</li> <li>6. Describe the effects of the sharecropping system</li> <li>7. Analyze the growth of the Ku Klux Klan and other secret societies</li> <li>8. Discuss the political, social, moral and economic effects of Reconstruction</li> </ol>	<p><b><i>N. To identify the challenges faced by the United States in the 21<sup>st</sup> Century.</i></b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Explain the roots of terrorism</li> <li>2. Explain what happened in the United States on September 11, 2001</li> <li>3. Summarize the steps taken by the United States in its war on terror</li> <li>4. Identify the reasons how the United States became involved in wars in Afghanistan and Iraq</li> <li>5. Analyze the wars in Afghanistan and Iraq as just or unjust war</li> <li>6. Describe the controversy surrounding the 2004 presidential election</li> <li>7. Describe economic globalization and the role of the United States</li> <li>8. Summarize the issues raised by people in the environmental movement</li> <li>9. Identify the energy problem and alternatives to resolve the need</li> <li>10. Identify the impact of computer technology on daily life</li> <li>11. Describe scientific advances made in medical technology and the moral issues</li> <li>12. raised by them</li> <li>13. Explain the impact of an older, more diverse population in the United States</li> <li>14. Identify the expanding role of African American, women and Native Americans</li> <li>15. Describe issues that are affecting American schools and families</li> </ol>

## GRADES 7 & 8 GEOGRAPHY

**A. To use appropriate tools and technologies to acquire, process, and report information from a spatial perspective in the study of world regions**

**The students will:**

1. Identify the characteristics of maps and different map projections and use scale, directional indicators, and compass rose in reading maps in the study of:
  - a. Canada and the U.S.
  - b. Latin America
  - c. Europe
  - d. Russia and Northern Eurasia
  - e. Africa
  - f. Asia
  - g. Australia, Oceania, and Antarctica
2. Use different scales in creating maps
3. Create, use, and interpret data bases, charts, and tables (census and land use data and topographic information)
4. Use text and electronic thematic maps and graphs (e.g., population patterns, economic features, migration patterns, rainfall, etc.) in the study of:
  - a. Canada and the U.S.
  - b. Latin America
  - c. Europe
  - d. Russia and Northern Eurasia
  - e. Africa
  - f. Asia
  - g. Australia, Oceania, and Antarctica
5. Interpret models of earth-sun relationships and explain seasons, revolution and rotation of the earth
6. Using latitude and longitude locate specific locations in:
  - a. Canada and the U.S.
  - b. Latin America
  - c. Europe
  - d. Russia and Northern Eurasia
  - e. Africa
  - f. Asia
  - g. Australia, Oceania, and Antarctica
7. Compare and contrast land and water (chart, table, etc.)
8. Use appropriate media resources to answer specific questions about geographic issues related to the study of:
  - a. Canada and the U.S.
  - b. Latin America
  - c. Europe
  - d. Russia and Northern Eurasia

	<ul style="list-style-type: none"> <li>e. Africa</li> <li>f. Asia</li> <li>g. Australia, Oceania, and Antarctica</li> </ul> <p>9. Evaluate maps, cartograms and other geographic tools to illustrate data sets (e.g. data on population distribution, language use patterns, etc.) in the study of:</p> <ul style="list-style-type: none"> <li>a. Canada and the U.S.</li> <li>b. Latin America</li> <li>c. Europe</li> <li>d. Russia and Northern Eurasia</li> <li>e. Africa</li> <li>f. Asia</li> <li>g. Australia, Oceania, and Antarctica</li> </ul> <p>10. Identify the purposes and limitations of each map projection (e.g. Mercator for navigation, Robinson for depicting aerial distributions)</p> <p>11. Use a variety of media resources to interpret and predict patterns of movement in space and time (e.g., mapping hurricane tracks over several seasons, mapping the spread of a disease, etc.)</p>
<b>B. To organize information about people, places and environments in a spatial context.</b>	<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>1. Mark major ocean currents, wind patterns, landforms, and climate regions on maps of: <ul style="list-style-type: none"> <li>a. Canada and the U.S.</li> <li>b. Latin America</li> <li>c. Europe</li> <li>d. Russia and Northern Eurasia</li> <li>e. Africa</li> <li>f. Asia</li> <li>g. Australia, Oceania, and Antarctica</li> </ul> </li> <li>2. Describe current events in: <ul style="list-style-type: none"> <li>a. Canada and the U.S.</li> <li>b. Latin America</li> <li>c. Europe</li> <li>d. Russia and Northern Eurasia</li> <li>e. Africa</li> <li>f. Asia</li> <li>g. Australia, Oceania, and Antarctica</li> </ul> </li> <li>3. Relate to their physical and human geographic contexts</li> <li>4. Draw or sketch maps of different regions and compare them with atlas maps to determine accuracy</li> </ul>

	<ol style="list-style-type: none"> <li>5. Translate a mental map into sketch form to illustrate relative location of, size of, and distances between places</li> <li>6. Use mental maps to describe the location of places in terms of reference points (e.g., prime meridian, equator)</li> <li>7. Use mental maps to describe locations in terms of geographic features (e.g., Atlantic coast, Great Lakes)</li> <li>8. Use mental maps to describe the locations of places in terms of human characteristics (e.g., cultural)</li> </ol>
<b>C. To analyze the spatial organization of people, places, and environments on Earth's surface.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Use dot distribution maps to determine the patterns of agricultural production in some areas of:             <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> </li> <li>2. Identify urban, suburban, and rural areas of various countries in:             <ul style="list-style-type: none"> <li>○ North America</li> <li>○ South America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania, and Antarctica</li> </ul> </li> <li>3. Interpret urban land use maps and compare dominant land-use patterns in areas of:             <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> </li> <li>4. Analyze the spatial arrangement of urban land-use patterns to explain why areas are industrial, agricultural or residential in a variety of countries and regions of:             <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> <p>5. Identify imports and exports of a variety of countries</p> <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> <p>6. Explain the balance of trade</p> <p>7. Trace the spread of language, religion, customs and culture from one part of the world to another as part of the study of</p> <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> <p>8. Read, identify, interpret, and create a variety of thematic maps (e.g., population distribution and density, ethnicity, resource, language, etc.)</p> <p>17. Compare and contrast information found on different types of maps, electronic and text (chart, table, essay, etc.)</p>
<b>D. To recognize and interpret the physical and human characteristics of places.</b>	<p><b>The students will:</b></p> <p>1. Distinguish the difference between location and place</p> <p>2. Demonstrate how maps show changes over time in various areas of:</p> <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul>

	<ol style="list-style-type: none"> <li>3. Use a variety of tools to identify and compare the physical characteristics of place as part of the study of:               <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> </li> <li>4. Develop and test hypotheses regarding ways in which the location, building styles, and other characteristics of place are shaped by natural hazards (i.e., fault zones, earthquakes, floods, etc.) in the study of:               <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> </li> <li>5. Compare religion and education by using maps and other tools to identify human characteristics and place (i.e., language, politics, population, land use, levels of technology, etc.) using charts, tables, essays, etc.</li> <li>6. Use a variety of visual media (maps, globes, satellite images, photos, videos) to develop hypotheses about similarities and cultural ethnicity of place</li> <li>7. Use visual media to make inferences about the causes and effects of change over time</li> <li>8. Analyze the effects of different population growth on place</li> <li>9. Compare maps of regions over a period of time and make inferences about changes</li> <li>10. Identify the names of particular places and explain the perspective of different names (e.g., Arabian Sea – Persian Gulf)</li> <li>11. Recognize and compare and contrast place names over time (i.e., Formosa-Taiwan; Palestine, Israel, Occupied Territory, Russia- USSR) (chart, table, essay, etc.)</li> <li>12. Recognize disputed areas of the world</li> </ol>
<p><b>E. To recognize that characteristics of regions have led to regional labels and that people create regions to interpret Earth’s complexity.</b></p>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Explain why and how geographers create and use regions as organizing concepts</li> <li>2. Identify various regions on a map or globe (continents, hemispheres, etc.)</li> <li>3. Determine factors that lead to regional change, economic development, migration, and media image in the study of:               <ul style="list-style-type: none"> <li>○ Canada and the U.S.</li> <li>○ Latin America</li> <li>○ Europe</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Russia and Northern Eurasia</li> <li>○ Africa</li> <li>○ Asia</li> <li>○ Australia, Oceania and Antarctica</li> </ul> <ol style="list-style-type: none"> <li>4. Demonstrate how physical and human connections exist between regions</li> <li>5. Use cultural clues such as food preferences, language use, and customs to explain how migration creates cultural ties between regions</li> <li>6. Analyze the importance of trade and other connections between regions in the U.S. and the world using a variety of maps, graphs, and media</li> <li>7. Identify regional labels that reflect changes in perception (i.e., Mideast, Far East)</li> </ol>
<b>F. To understand how culture and experience influence people’s perception of places and regions.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Compare ways in which people of different cultures define, build, and name places and regions</li> <li>2. Trace the role of technology in changing culture groups’ perception of their physical environments (e.g., healthcare, developing nations)</li> <li>3. Give examples of how, in different regions of the world, religion and other belief systems influence traditional attitudes toward land use</li> <li>4. Use photos to make association between landmarks, buildings, and structures that represent or symbolize a city (e.g., Golden Gate Bridge, Sydney Opera House)</li> <li>5. Explain how cultural characteristics unite or divide regions</li> </ol>
<b>G. To understand the physical processes that shape the patterns of the Earth’s surface.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify the pattern of oceanic currents and their influence on weather and climate</li> <li>2. Explain the distribution of the major climatic realms along with their related vegetation and soils</li> <li>3. Identify weather fronts, air masses, relative humidity, precipitation, and other elements of basic meteorology</li> <li>4. Describe the distribution of nonrenewable resources as metals, fossil fuels and others</li> <li>5. Describe the distributions of valuable soils for agriculture and the reasons for its value</li> </ol>
<b>H. To describe the characteristics and spatial distribution of ecosystems on Earth’s surface.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Describe the various ecosystems which exist as determined by climate and topography</li> <li>2. Analyze the effect of human beings on the environment especially in terms of introduced species and pests</li> <li>3. Examine land use demands on wetlands and other key natural formations</li> <li>4. Describe the impact of the various lands uses of the world and how they may affect the environment in ways that are unfamiliar to the developed nations</li> </ol>
<b>I. To understand the characteristics, distribution, and migration of human</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Compare population growth in developing and developed countries</li> </ol>

<b>populations on the Earth's surface.</b>	<ol style="list-style-type: none"> <li>2. Analyze demographic transition</li> <li>3. Identify the causes and effects of migration streams</li> <li>4. Identify and explain how physical and other barriers can impede the flow of people</li> <li>5. Explain how the movement of people can alter the character of a place</li> </ol>
<b>J. To understand the characteristics, distribution, and complexity of the Earth's cultural diversity.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Explain the presence of ethnic enclaves in cities resulting from voluntary or forced migration</li> <li>2. Identify and describe the distinctive cultural landscapes associated with migrant populations</li> <li>3. Describe and explain the significance of patterns of cultural diffusion in the creation of Earth's cultural diversity</li> </ol>
<b>K. To identify and explain the patterns and networks of economic interdependence on Earth's surface.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Define primary, secondary, and tertiary economic activities</li> <li>2. Use data to list major U.S. imports and exports in a given year, map the locations of countries trading with the United States in those goods, identify trading patterns, and suggest reasons for those patterns</li> <li>3. Examine the impact of wars, crop failures, and labor strikes on people in various parts of the world</li> <li>4. Identify the locations of economic activities in the student own community or another community and evaluate their impact on surrounding areas</li> <li>5. Analyze the economic and social impacts on a community when an economic activity leaves and moves to another place</li> <li>6. Suggest reasons and consequences for countries that export mostly raw materials and import mostly fuels and manufactured goods</li> </ol>
<b>L. To identify and understand the processes, patterns, and functions of human settlement.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. List, define and map major agricultural settlement types, such as plantation, subsistence farming, truck farming communities</li> <li>2. Identify the factors involved in the development of cities</li> <li>3. Describe why people find urban centers to be economically attractive, such as business and entrepreneurial opportunities, access to information and other resources</li> </ol>
<b>M. To understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify different service, political, social and economic divisions of the world in which the student functions</li> <li>2. Explain the reasons for conflicts over the use of land and propose strategies to shape a cooperative solution</li> <li>3. Explain how the shape of a country may affect political cohesiveness</li> <li>4. Explain factors that contribute to political conflict in specific countries</li> </ol>



<b>N. To understand how human actions modify the physical environment.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Describe the consequences of human modification of the physical environment</li> <li>2. Analyze how environmental changes made in one area affect another</li> <li>3. Identify the consequences of intended and unintended outcomes of major technological changes in human history</li> <li>4. Describe the role of technology in changing the physical environment of agricultural activities</li> </ol>
<b>O. To understand how physical systems affect human systems.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Describe how agricultural production systems in different kinds of environments vary</li> <li>2. Analyze how environment is taken into account in deciding locations of human activities</li> <li>3. Analyze the relationship between humans and natural hazards</li> </ol>
<b>P. To understand the changes that occur in the meaning, use, distribution and importance of resources.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Interpret pattern maps of resources, such as natural gas, petroleum, coal, and iron ore</li> <li>2. Interpret dot or symbol maps of resources such as diamonds, silver, gold, copper, and other resources</li> <li>3. Analyze and describe world patterns of resource distribution general terms</li> <li>4. Explain the relationship between standard of living and the quality and quantity of resources available within a country, especially energy resources</li> <li>5. Describe a variety of mining operations such as strip mining, offshore oil drilling, etc</li> </ol>

## ADH SOCIAL STUDIES STANDARDS GRADES 9-12

*Below, are the standards that outline what students should know and be able to do by the time they end their 12<sup>th</sup> academic year. These standards are in alignment with the National Council for the Social Studies, the Connecticut Framework and the Archdiocese of Hartford. Each high school should align their specific course of studies for social studies with the standards.*

**Through the study of social studies from grade 9 through grade 12, the students will:**

- I. Demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience**
- II. Analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world**
- III. Demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures**
- IV. Apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment**
- V. Describe the relationships among the individual, the groups and the institutions which exist in any society and culture**
- VI. Demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individuals' rights and societal needs**
- VII. Apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society**
- VIII. Describe how people organize systems for the production, distribution and consumption of goods and services**
- IX. Demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures**
- X. Describe how the study of individual development and identify contributes to the understanding of human behavior**
- XI. Demonstrate an understanding of major events and trends in world history, US and local history from all historical periods and from all the regions of the world**
- XII. Locate the events, people and places they have studied in time and place relative to their own location**
- XIII. Explain relationships among the events and trends studied in local, national and world history**
- XII. Develop an understanding of how Catholics and the Catholic Church have influenced American history.**
- XIII. Describe the importance of significant events in local and Connecticut history and their connections to United States history.**
- XIV. Access, gather, and interpret information from a variety of primary and secondary sources including electronic media (maps, graphs, images, artifacts, recordings & text).**
- XV. Create various forms of written work (e.g., journal, essay, blog, Webpage, brochure) to demonstrate an understanding of history and social studies.**
- XVI. Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.**

***The curriculum below reflects strands, objectives and enabling outcomes that are aligned with the stated standards from above. Teachers should match the following objectives and outcomes to specific courses offered in the discipline of social studies in their respective high school.***

## **Historical Thinking**

**A. The student will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.**

### **The students will:**

1. Formulate historical questions and hypotheses from multiple perspectives, using multiple sources
2. Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses
3. Interpret oral traditions and legends as “histories”
4. Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias
5. Describe the multiple intersecting causes of events
6. Use primary source documents to analyze multiple perspectives

## **Local, United States, and World History**

**B. The student will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in the United States history, world history and Connecticut and local history.**

### **The students will:**

1. Demonstrate an understanding of major historical periods and relate people and movements of different ages to one another. These periods, people, events, and movements include, but are not limited to:
  - First peoples (10,000 BC to 1500 AD)
  - Encounters of people from the Americas, Western Europe and Western Africa (1440’s to 1763)
  - European colonization and settlement (1492-1763)
  - Revolution and the new nation (1754-1820’s)
  - Expansion and reform (1801-1861)
  - Civil war and reconstruction (1850-1877)
  - Development of the industrial United States (1870-1900)
  - Emergence of modern America (1890-1900)
  - The Great Depression and World War II (1929-1945)
  - Postwar United States (1945 to early 1970’s)
  - Contemporary United States (1968 to present)
  - The beginnings of human society Early civilizations and the emergence of the pastoral peoples (4000 BC-1000 BC)
  - Classical traditions, major religions and the giant empires (1000 BC-300 AD)
  - Expanding zones of exchange and encounter (300-1000 AD)
  - Intensified hemispheric interactions (1000-1500 AD)
  - Emergence of the first global age (1450-1770 AD)
  - An age of European prominence and revolutions (1750-1914 AD)
  - A half century of crisis and achievement (1900-1945 AD)

	<ul style="list-style-type: none"> <li>▪ The 20<sup>th</sup> century since 1945- promise, paradoxes and challenges</li> </ul>
<b>Historical Themes</b>	
<b>C. The student will apply their understanding of historical periods, issues and trends to examine such historical themes as beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism and indigenous popular religions</li> <li>2. Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about values and beliefs of various societies</li> <li>3. Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life</li> <li>4. Identify various parties and analyze their interest in conflicts from selected historical periods</li> <li>5. Describe, explain and analyze political, economic and social consequences that came about as a resolution of a conflict</li> <li>6. Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies and economies</li> <li>7. Explain how the use and expansion of trade have connected and affected the history of a global economy</li> <li>8. Evaluate the economic and technological impact of the exchange of goods on societies throughout history</li> <li>9. Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world</li> </ol>
<b>History</b>	
<b>D. The student will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Initiate questions and hypotheses about historic events they are studying</li> <li>2. Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making</li> <li>3. Be active learners at cultural institutions such as museums and historical exhibitions</li> <li>4. Display empathy for people who have lived in the past</li> <li>5. Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns</li> </ol>
<b>U.S. Constitution and Government</b>	
<b>E. The student will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.</b>	<b>The students will:</b> <ol style="list-style-type: none"> <li>1. Apply an understanding of historical and contemporary conflicts over Constitutional principles</li> <li>2. Analyze historical and contemporary conflicts through the respective roles of local, state and national government</li> <li>3. Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government</li> </ol>

	<ol style="list-style-type: none"> <li>Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons</li> <li>Explain why state and federal court powers of judicial reflect the United States ideas of constitutional government</li> <li>Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics</li> </ol>
<b>Rights and Responsibilities of Citizens</b>	
<b>F. The student will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy and contribute to the maintenance of our democratic way of life.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good</li> <li>Identify and explain characteristics needed for effective participation in public life</li> <li>Establish, explain and apply criteria to evaluate rules and laws</li> <li>Monitor and influence the formation and implementation of policy through various forms of participation</li> <li>Take a position on a current policy issue and attempt to influence its formation, development and implementation</li> </ol>
<b>Political Systems</b>	
<b>G. The student will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Evaluate the importance of developing self-government so as to restrict arbitrary power</li> <li>Analyze and evaluate the advantages and disadvantages of limited and unlimited government</li> <li>Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government</li> <li>Describe how constitutions may limit government in order to protect individual rights and promote the common good</li> <li>Explain how purposes served by government have implications for the individual and society</li> <li>Provide examples of legitimate authority and exercise of power without authority</li> </ol>
<b>International Relations</b>	
<b>H. The student will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them</li> <li>Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time</li> <li>Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues</li> </ol>

	<ol style="list-style-type: none"> <li>Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy</li> <li>Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy</li> <li>Describe and analyze the process by which foreign policy decisions are developed and executed</li> </ol>
<b>Places and Regions</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Explain and describe the natural and cultural characteristics of one place to distinguish it from another</li> <li>Apply the concept of region to organize the study of a complex problem</li> <li>Explain that regions are interconnected and may also overlap</li> <li>Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society</li> <li>Analyze ways different groups in society view places and regions differently</li> </ol>
<b>Physical Systems</b>	
<b>I. The student will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystem.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Describe regional variations of physical processes</li> <li>Explain the operation and interaction of different natural systems (such as climate and oceans) to understand global change</li> <li>Analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life</li> <li>Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive</li> <li>Draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian</li> <li>Use geographic tools to represent and interpret Earth's physical and human systems</li> </ol>
<b>Human Systems</b>	
<b>J. The student will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>Describe the consequences of human population patterns and growth trends over time</li> <li>Explain the characteristics, distribution and relationships of economic systems at various levels</li> <li>Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement</li> <li>Explain and analyze the causes in the political, social and economic division of the Earth's surface at different scales</li> <li>Use geographic tools to represent and interpret Earth's physical and human systems</li> <li><b>Draw</b> a freehand map demonstrating political, cultural or economic relationships</li> </ol>

<b>Humans and Environmental Interaction</b>	
<b>K. The student will use geographic tools and technology to explain the interaction of humans and the larger environment and the evolving consequences of those interactions.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Use maps, globes, charts and databases to analyze and suggest solutions to real world problems</li> <li>2. Create appropriate maps and other tools to solve, illustrate or answer geographic problems</li> <li>3. Analyze how human systems interact, connect and cause changes in physical systems</li> <li>4. Locate at least 50 major countries and physical features on a map or globe</li> <li>5. Apply concepts of ecosystems to understand and solve environmental problems</li> </ol>
<b>Limited Resources</b>	
<b>L. The student will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Compare the resources used by various cultures, countries and/or regions throughout the world</li> <li>2. Analyze the impact of economic choices on the allocations of scarce resources</li> <li>3. Explain that a country's potential Gross Domestic Product depends on the</li> <li>4. Quantity and quality of natural resources, the size and skills of the population and the amount and quality of its capital stock</li> <li>5. Define, defend and predict how the use of specific resources may impact the future</li> <li>6. Analyze how technological change can affect long-range productivity</li> <li>7. Analyze how market forces and government regulation impact the use of resources</li> </ol>
<b>Economic Systems</b>	
<b>M. The student will demonstrate that various economic systems coexist and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.</b>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate economic systems by their ability to achieve broad societal ARCHDIOCESAN STANDARDS/GOALS, such as efficiency, equity, security, employment, stability and economic growth</li> <li>2. Identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price</li> <li>3. Compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly (chart, table, essay, etc.)</li> <li>4. Internet important statistics about the national economy: the inflation rate, unemployment rate, Gross Product and its growth rate</li> <li>5. Understand the causes and effects of periods of growth and recession evident in the history of market economies</li> <li>6. Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy</li> <li>7. Compare and contrast different types of taxes, including progressive, regressive and proportional taxes (chart, table, essay, etc.)</li> <li>8. Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining</li> </ol>

	<p>reasonable rates of economic growth</p> <p><b>9.</b> Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses</p>
<b>Economic Independence</b>	
<p><b>N.</b> The student will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.</p>	<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>1. Illustrate the international differences in resources, productivity and prices that are a basis for international trade</li> <li>2. Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments</li> <li>3. Explain that a nation has a comparative advantage when it can produce a product at a lower opportunity cost than its trading partner</li> </ol>
<p><b>Suggested Cross Curricular and Catholic Social Teaching Links</b></p> <ul style="list-style-type: none"> <li>✦ As students express opinions in class discussions of current events, they are encouraged to comment on world events in terms of Catholic social teaching. (Social Studies, Religion, Oral Language)</li> <li>✦ Students read and discuss novels that deal with social issues ( <i>To Kill a Mockingbird</i>, <i>One Day in the Life of Ivan Denisovich</i>, <i>The Secret Life of Bees</i>), reflect on characters and events in light of what they have learned about the dignity of every human person. (Religion, History, Literature)</li> <li>✦ Students research topics for essays in science, history, geography, observing copyright laws, thus respecting the rights and dignity of others. (History, Geography, Science, Religion, Reading)</li> <li>✦ Students read a variety of texts describing American involvement in wars throughout its history and determine how they can work for peace. (History, Religion, Reading)</li> <li>✦ Students use dialect in written creative work, demonstrating their appreciation of and respect for human diversity and dignity. (Religion, Social Studies)</li> <li>✦ Students write letters that support human dignity and the sacredness of life to political leaders and/or newspapers, helping to create a moral vision for their communities. (Religion, Social Studies)</li> <li>✦ Students create graphs describing the inequality of the consumption of the world's resources and design service projects that address local and global injustice. (Math, Religion, Social Studies, Science)</li> <li>✦ As students express opinions in class discussions of current events, they are encouraged to comment on world events in terms of Catholic social teaching.</li> </ul>	



**Sharing Catholic Social Teaching**  
**Selected Resources:**  
**Background for Teachers and Reading**  
**Materials for Older Students**

- Compendium of the Social Doctrine of the Church (Pontifical Council for Justice and Peace; Order through USCCB, 1/800-235-8722). Provides a complete and systematic overview of the Church's social teaching with an extensive index for easy reference on almost any topic.
- A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Protect the Dignity of All God's Children (USCCB, 1/800-235-8722). The U.S. bishops remind us that central to our identity as disciples of Jesus Christ, is our concern for those who are poor or suffering.
- Faithful Citizenship: A Catholic Call to Political Responsibility (USCCB, 1/800/235-8722) The 2003 bishops' statement includes Church teaching about civic participation, as well as the Church's position on a range of issues.
- The Challenge of Faithful Citizenship (USCCB, 1/800/235-8722) This two-color brochure summarizes the bishops' statement, Faithful Citizenship: A Catholic Call to Political Responsibility and includes "Question for the Campaign" for voters and candidates.
- Sharing Catholic Social Teaching: Challenges and Directions (USCCB, 800/235-8722) A statement of the U.S. bishops urging that Catholic social teaching be incorporated into every Catholic educational program. Identifies seven key themes of Catholic social teaching.
- A Leader's Guide to Sharing Catholic Social Teaching (USCCB, 800/235-8722) Step-by-step process to help catechetical leaders and other adults explore Catholic social teaching. Includes camera-ready handouts.
- Leaven for the Modern World: Catholic Social Teaching and Catholic Education (National Catholic Education Association, 202/337-6232) A resource designed to help educators at the secondary level deepen their understanding of Catholic social teaching and explore ways to share it with young people.
- Everyday Christianity: To Hunger and Thirst for Justice (USCCB, 202/835-8722) The most important way lay Catholics work for justice and peace is through their choices and actions every day.
- Brothers and Sisters to Us/Nuestros Hermanos y Hermanas (USCCB, 800/235-8722) The U.S. bishops promote discussion and action against racism.

- The Challenge of Peace (USCCB, 800/235-8722) U.S. bishops' landmark pastoral on nuclear weapons and the arms race.
- Living the Gospel of Life: A Challenge to American Catholics (USCCB, 800/235-8722) Calls U.S. Catholics to recover their identity as followers of Jesus Christ and to be leaders in the renewal of U.S. respect for the sanctity of life.
- Sharing the Light of Faith: An Official Commentary (USCCB, Department of Education, 800/235-8722) Chapter VII explores Catholic social teaching and guidelines on catechesis for social ministry.
- Confronting a Culture of Violence: A Catholic Framework for Action (USCCB, 800/235-9722) This statement recognizes programs in dioceses, parishes and schools across the country.
- Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy by the U.S. bishops (USCCB, 800/235-8722) Resources such as posters and suggestions for using the pastoral letters in the classroom.
- Renewing the Earth (National Catholic Rural Life Conference, 515/270-2634) Study guides for children, teens and adults on the bishops' environment statement. Materials for Classroom and Small Groups
- In the Footsteps of Jesus: Resource Manual on Catholic Social Teaching (USCCB, 800/253-8722) Provides background reading, lesson plans for all ages, camera-ready resource, and other tools. Designed to be used with the video, *In the Footsteps of Jesus*.
- From the Ground Up: Teaching Catholic Social Principles in Elementary Schools (National Catholic Education Association, 202/337-6232) A faculty preparation guide that includes a process for faculty development and sample activities for sharing the seven key themes of Catholic social in grades K through 8.
- Excerpts from Sharing Catholic Social Teaching (USCCB, 800/253-8722) An easy to distribute card summarizing the seven themes of Catholic social teaching. Also available as a poster.
- Making a Place at the Table (USCCB, 1/800235-8722) A brief, compelling, four-panel brochure summarizing the bishops' statement on poverty.

- That's Not Fair! (Tom Turner, Bishop Sullivan Center, 816-231-0984) A complete kit with exercises and handouts to teach middle school students about Catholic social doctrine, culminating in an advocacy/lobbying project on a social justice issue.
- Lesson Plans on Poverty ([www.povertyusa.org](http://www.povertyusa.org)). Lesson plans for grades K-12 and adults developed by the Catholic Campaign for Human Development.
- A Catholic Framework for Economic Life (USCCB, 800/235-8722) A card containing ten key principles of Catholic social teaching on economic life.
- Catholic Call to Justice: An Activity Book for Raising Awareness of Social Justice Issues ([www.usccb.org/CCHD](http://www.usccb.org/CCHD)) A lesson plan designed for ages 14-22 to experience through an obstacle course the major themes of Catholic social teaching.
- Teaching Resources on Sweatshops & Child Labor (Archdiocese of Newark, 973-497-4000) A complete kit including video, background materials, and classroom exercises and handouts to help educators teach about sweatshops and child labor.
- Integrating Catholic Social Teaching in the High School Curriculum: English and Religion (University of St. Thomas, 651-962-5712): A curriculum resource developed by Catholic high school educators.
- Building God's Kingdom: Implementing Catholic Social Teaching—Resources and Activities for Grades K – 12 (Religious Education Dept., Diocese of Toledo, 419/244-6711) Resources for schools and religious education programs.
- A Good Friday Appeal to End the Death Penalty (USCCB, 800/235-8722) A brochure containing the U.S. bishops' 1999 statement urging abolition of the death penalty.
- Sharing the Tradition, Shaping the Future (Catholic Campaign for Human Development, 800/541-3212). A small group workbook on seven themes of Catholic social teaching.
- Educating for Peace and Justice: Religious Dimensions, Grades 7-12 and Grades K-6 by James McGinnis (Institutes for Peace and Justice, 314/533-4445)

- Food Fast (Catholic Relief Services, 800/222-0025) Free materials include a detailed coordinator's manual with an outline for a 24-hour fast and activities that can be used in a classroom setting to explore issues of hunger and poverty.
- Math for a Change/Math for a World that Rocks (Mathematical Teachers' Association, 847/827-1361) Two booklets that use situations of injustice to apply or illustrate mathematics for grades 8-12.
- Offering of Letters Kit and other resources (Bread for the World, 301/608-2400)
- Operation Rice Bowl (Catholic Relief Services, 800/222-0025) Lenten program of fasting, education, almsgiving and prayer. The free materials include a video and religious educator's guide.
- Videos *In the Footsteps of Jesus* (USCCB, 800/235-8722) Part I (9 minutes): A compelling overview of seven key themes of Catholic social teaching. Part II (19 minutes): A more in-depth illustration of the seven themes highlighting people who have lived them.
- Faithful Citizenship (USCCB, 800/235-8722) Great for small groups and classes, an appealing video message about the Catholic tradition of political responsibility.
- Global Solidarity (USCCB, 800/235-8722) The U.S. bishops' message of solidarity with our brothers and sisters throughout the world.
- Sisters and Brothers Among Us (Catholic Campaign for Human Development, 202/541-3212) A 16-minute video that tells the story of poverty through the faces and voices of the poor.

### Web Sites –

- [www.usccb.org/sdwp](http://www.usccb.org/sdwp) -- The USCCB Department of Social Development and World Peace website—background information and action alerts on a variety of domestic and international issues, as well as general information on educating for justice and political responsibility.
- [www.usccb.org/faithfulcitizenship](http://www.usccb.org/faithfulcitizenship) --Provides statements from the U.S. bishops and a wide range of resources, including lesson plans for all ages on Faithful Citizenship, Solidarity, Human Dignity, and the Option for the Poor.
- [www.catholicrelief.org/what/advocacy--Up-to-date](http://www.catholicrelief.org/what/advocacy--Up-to-date) information on international public policy issues and how you and your students can act.
- [www.catholiccharitiesusa.org/programs/advocacy](http://www.catholiccharitiesusa.org/programs/advocacy) ---Up-to date information on domestic public policy issues and how you and your students can act. Includes a special section for children/youth and for teachers and catechists.
- [www.povertyusa.org](http://www.povertyusa.org) --Extensive information on poverty in the United States, including lesson plans.
- [www.educationforjustice.org](http://www.educationforjustice.org) --The Center of Concern offers a wide range of educational materials on issues of justice and peace. Membership fee required.
- [www.osjspm.org](http://www.osjspm.org) --The Office for Social Justice of the Archdiocese of St. Paul/Minneapolis offers a variety of first rate resources for justice education, including an annotated bibliography and information on models and ideas from their Catholic Justice Educator’s Network.
- [www.stthomas.edu/cathstudies/cst/educ](http://www.stthomas.edu/cathstudies/cst/educ) -- The University of St. Thomas in St. Paul, MN offers a clearinghouse of resources and models for weaving Catholic social teaching into education programs at all levels.