

St. Elizabeth Area Catholic School



Small enough to care. Big enough to make a difference.

Catholic Schools in collaboration with parents and guardians as the primary educators seek to educate the whole child by providing an excellent education rooted in Gospel values”

(National Standards & Benchmarks for Catholic Elementary & Secondary Schools, p.3)

Mission Statement

At St. Elizabeth Area Catholic School the staff, parents, and community work together to offer a safe, supportive and nurturing Catholic environment. With the guidance of the Holy Spirit, we are committed to Gospel values, discipleship, and academic excellence.

Vision Statement

St. Elizabeth Area Catholic School will continue to provide an environment permeated by a strong Catholic identity, where students will develop in all areas and where they will *know, live, share and celebrate their Catholic faith* through active participation in worship and service. Led by highly qualified and committed faculty, the school will continue to uphold academic excellence and the responsible use of technology to prepare confident students who will be successful in a secular world

Social Studies



Integration of Catholic Intellectual Tradition and Gospel Message in Social Studies

Respect and Follow All the Christian Behavior Expectations, especially:

Be prompt and prepared

- Come with necessary materials, including assignment book.
- Come with completed assignments.

Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40

Display a concern for learning

1. Remain on task.
2. Allow others to remain on task.

If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance. Sirach 1:23

Display Virtues:

- | | |
|--------------|-------------------|
| • Gratitude | • Responsibility |
| • Kindness | • Industriousness |
| • Loyalty | • Patience |
| • Obedience | • Perseverance |
| • Patriotism | • Orderliness |
| • Respect | • Good judgment |

THE GOALS OF SOCIAL STUDIES (Michigan Standards)

“Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.”

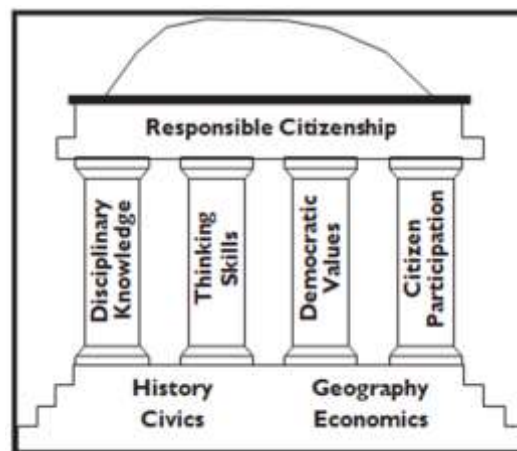
The Responsible Citizen

Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)

Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)

Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)

Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and social decisions about the use of scarce resources (Economic Perspective)



- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

ALIGNMENT TO THE COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS AND MICHIGAN CONTENT STANDARDS

In order to prepare students to be more prepared for the challenges of college and career, it is essential that they be prepared for civic life as well. The updated standards consider of importance that students be aware of their changing cultural and physical environments; know the past; read, write and think deeply; and act in ways that promote the common good.

It is essential that students learn (a) to develop questions and plan inquiries; (b) apply disciplinary concepts and tools; (c) evaluate sources and use evidence, and (d) communicate conclusions and take informed action.

Pre-school

A. The Foundations and Function of Government

1. Identify the importance of rules
 - a. Recognize why we have rules at school
 - b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom
2. Identify symbols and practices associated with the United States of America
 - a. Recognize symbols, such as the American flag

Protecting Rights and Maintaining Order

1. Identify the roles, rights, and responsibilities of being a member of the family and school
 - a. Identify roles of family members
 - b. Identify the roles of members of the school, such as principal, teacher, and pastor
 - c. Identify and discuss rights, responsibilities and choices in the classroom and family

Elements of Culture

1. Identify themselves as individuals and members of families that have the same human needs as others
 - a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalties, such as recreation, stories, and music
 - b. Use personal experiences, stories, and electronic **media** to demonstrate understanding that all people need food, clothing, and shelter.

Conflict and Compromise

1. Identify how groups of people interact
 - a. Identify and demonstrate appropriate social skills, such as listening to others, and taking turns that help children work and play together in school

A. Using Geographic Tools

1. Recognize that a globe and maps are used to help people locate **places**
 - a. Recognize that maps are models of **places**
 - b. Recognize that a globe is a model of Earth

Geographic Characteristics of Places and Regions

1. Recognize that places in the immediate **environment** have specific **physical** and **human-made features**
 - a. Discuss that places have **natural/physical features** such as rivers
 - b. Discuss that **places** have **human-made features**, such as streets, buildings, and parks

Movement of People, Goods and Ideas

1. Identify the role of transportation in the community
 - a. Recognize transportation as a means of traveling from place to place
 - b. Identify ways in which people travel to various places in the community, such as car

Modifying and Adapting to the Environment

1. Describe how people adapt to their immediate **environment**

Identify ways people adapt to the **environment**, such as wearing clothing that is appropriate to the weather

Economic Systems and the Role of Government in the Economy

1. Identify types of local **stores**

- a. Identify **stores** as places where **buyers** and **sellers** meet
- b. Identify that coins and bills are **money**
- c. Identify that **money** is used to buy **goods**

Use strategies to prepare for reading (before reading)

- a. Make and explain the connections made using prior knowledge and experiences with the text
- b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic

Set a purpose for listening to the text

- a. Recall and discuss what they understand
- c. Make, confirm, or adjust predictions
- f. Ask and answer questions about the text
- g. Visualize what was heard
- i. Look back through the text to search for connection to the topic, characters, events, and actions in text
- j. Explain personal connections to the topics, events, characters, and actions in texts

Engage in school and community events, such as playground clean-up, writing cards to community officials, and fund-raising to help others

Kindergarten

From the moment they are born, children are immersed in a social world. In kindergarten, the children will develop their knowledge, skills, and attitudes that they will need to understand and live in a diverse global society and world.

Using their familiar context, through the lens of “myself and others,” kindergarten students will learn about the social studies disciplines: History, Geography, Government, and Economics.

History (H)

Kindergarten students will be encouraged to use historical thinking to understand the past. They will use their own experiences to:

- 1. Distinguish among yesterday, today, tomorrow.
- 2. Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school, etc.).
- 3. Identify the beginning, middle, and end of historical narratives or stories.
- 4. Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

Geography (G)

Kindergarten students will use geographic representations to acquire, process, and report information from a spatial perspective.

1. Recognize that maps and globes represent places and distinguish between land masses and bodies of water.
2. Use environmental directions or positional words (up/down, in/out, above/below, left/right) to identify significant locations in the classroom.

Students will understand how regions are created from common physical and human characteristics.

3. Identify and describe human and physical characteristics in the immediate environment (e.g., classroom, home, playground, etc.).

Students will understand the effect of human-environments interactions.

4. Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).
5. Identify ways people can care for God's creation in the local community by responsibly interacting with the environment.

Civics and Government (C)

Kindergarten students will understand the governments exist.

1. Identify and explain why there are rules at home and in school (e.g. keep everyone safe, order, etc.).

Children will begin to understand the value of American constitutional democracy.

2. Identify our country's flag as an important symbol of the United States.
3. Describe fair ways to make decisions as a group in the classroom and the school (e.g. when making decisions about which story to hear or as members of the student council).

Students will be exposed to their important role as citizens in American democracy who have rights and responsibilities and who can participate in government.

4. Identify situations in which they can demonstrate responsibility (e.g. caring for a pet, doing chores, jobs in the classroom, following school rules, taking turns, etc.).
5. Explain why people do not have the right to do whatever they want (e.g., using Core

Democratic Values to promote fairness, ensure the common good, maintain safety).

6. Describe our responsibilities as a Catholic citizen within the classroom community.

7. Identify ways our Christianity can be protected and practiced.

Economics (E)

The students will be introduced to fundamental principles and concepts of economics that they can relate to their life experiences.

1. Distinguish between economic wants and needs.

2. Distinguish between goods and services.

3. Recognize situations in which people trade.

Public Discourse, Decision Making, and Citizen Involvement (P)

Students will state a classroom issue and try to generate alternative solutions that will promote the common good.

1. Identify classroom issues.

2. Construct and use simple graphs to explain information about a classroom issue.

3. Compare one's viewpoint about a classroom issue with the viewpoint of another person.

4. Express a position on a classroom issue.

5. Develop and implement an action plan to address or inform others about a public issue.

6. Participate in projects to help or inform others about issues in the classroom.

Grade 1

History (H)

1. Demonstrate past, present, and future family or school events using a timeline.

2. Use a calendar to distinguish among days, weeks, and months.

3. Tell a narrative about family life using at least two generations, discussing various members and their connection.

4. Retell in sequence important ideas and details from stories about families or schools.

5. Use primary sources to understand family or school life in the past.

6. Compare family and school life today with life in the past.

7. Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).

Geography (G)

1. Construct simple maps of the classroom to demonstrate aerial perspective.
2. Use a grid map to locate absolute location.
3. Use cardinal directions to describe the relative location of significant places in the school environment.
4. Identify major landforms (mountains, rivers, etc.).
5. Locate the continents and oceans.
6. Distinguish between physical and human characteristics of places.
7. Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restrooms).
8. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
9. Describe ways people interact and adapt to the environment.
10. Design and implement a plan to responsibly interact with the environment in the local community.

Civics and Government (C)

1. Identify reasons for rules in schools.
2. Explain the responsibility school authorities have in enforcing school rules.
3. Explain the responsibility students have in following school rules.
4. Explain how decisions can be made or how conflicts might be resolved using the Core Democratic Values of fairness and justice.
5. Identify and explain how important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle) reflect the Core Democratic Value of patriotism.
6. Describe some rights and responsibilities people have at home and at school. (C501)
7. Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).
8. Describe our responsibilities as Catholic citizens within the school and/or Parish Community.

9. Identify ways our Christianity can be protected and practiced.

Economics (E)

1. Compare and describe producers and consumers of goods and services.
2. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
3. Describe reasons why people barter and how money simplifies trade.
4. Describe ways in which people earn money (e.g., providing goods and services to others, jobs).

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Identify public issues in the school community.
2. Create, use, and analyze graphic data information about a public issue in the school community.
3. Identify alternative resolutions to a public issue in the school community.
4. State a position on a public policy issue in the school community and give supporting details.
5. Develop and implement an action plan to address or inform others about a public issue.
6. Participate in projects to help or inform others about a public issue in the school community.

Grade 2

History (H)

1. Demonstrate using a timeline of local community events across the decades.
2. Explain why descriptions of the same event in the local community can be different.
3. Discuss a local individual who had influenced on the community history.
4. Describe changes in the local community over time (e.g., types of businesses architecture and landscape, jobs, transportation, population).
5. Identify a problem in a community's past and describe how it was resolved.
6. Write a brief history of the local community using a variety of primary and secondary sources.

Geography (G)

1. Construct and use human and natural characteristic maps of the local community that contain symbols, labels, and legends and apply concepts including relative location and using distance, direction, and scale.

2. Compare the physical and human characteristics of the local community with those of another community.
3. Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
4. Describe land use in the community (e.g., where people live, where services are provided, where products are made).
5. Describe how the local community develops transportation for moving people, goods, and ideas.
6. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.
7. Suggest ways people can responsibly interact with the environment in the local community.
8. Describe positive and negative consequences of changing the physical environment of the local community.

Civics and Government (C)

1. Explain why people form governments.
2. Compare and contrast government action to a private action.
3. Explain how local governments balance our Core Democratic Value of individual rights with the common good to solve local community problems.
4. Describe how the Pledge of Allegiance reflects the Core Democratic Value of patriotism.
5. Use examples to describe how local government affects the lives of its citizens when it makes, enforces, and interprets laws.
6. Identify or explain the benefit of services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
7. Identify ways citizens participate in community decisions.
8. Compare personal and civic rights and responsibilities and explain why they are important in community life.
9. Design and participate in community improvement projects that help or inform others.
10. Describe our responsibilities as Catholic citizens within the local community.
11. Identify ways our Christianity can be protected and practiced.

Economics (E)

1. Identify the opportunity cost involved in a consumer decision.
2. Identify businesses in the local community and how they meet the economic wants of consumers.

3. Describe the natural, human, and capital resources needed for production of a good or service in a community.
4. Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Identify public issues in the local community that influence the daily lives of its citizens.
2. Create, use, and analyze graphic data and other sources of information about a public issue in the local community to evaluate multiple resolutions.
3. Give examples of how conflicts over Core Democratic Values lead people to alternate resolutions on a public policy issue in the local community.
4. Compose a statement expressing a position on a public policy issue in the local community and give supporting details.
5. Develop and implement an action plan to address or inform others about a public issue.
6. Participate in projects to help or inform others about a public issue in the local community.

Grade 3

Meet Michigan

1. State symbols.
2. Michigan map.

History (H)

1. Construct questions that examine the past in Michigan. (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
2. Define and identify primary and secondary sources.
3. Explain how historians use primary and secondary sources to answer questions about the past.
4. Describe the cause and effect relationships of at least three events in Michigan's past. (e.g., Erie Canal, more people came, statehood).
5. Draw upon traditional stories of American Indians (e.g., Anishnaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
6. Compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. Use a variety of text and visual data.
7. Describe the interactions that occurred between American Indians and the first European explorers, missionaries, and settlers in Michigan.

8. Construct a historical narrative or historical scene (diorama, collage, etc.) about daily life in the early settlements of Michigan. Use primary and secondary sources.
9. Identify how the ideas or actions of individuals and/or groups (e.g., Father Marquette, voyageurs, minorities) affected the history of Michigan.
10. Identify the steps taken in order for Michigan to become a state.
11. Create a timeline to sequence early Michigan history (American Indians, European exploration, settlement, statehood).

Geography (G)

1. Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
2. Use thematic maps to identify and describe the physical and human characteristics (e.g., transportation, population) of Michigan.
3. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
4. Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
5. Investigate the origins of location names in Michigan (e.g., Saginaw, Detroit).
6. Demonstrate how physical forces (e.g., glaciers, wind, water) have affected the surface of Michigan.
7. Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
8. Describe the diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
9. Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
10. Use data and current information about Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.
11. Locate natural resources in Michigan and explain the consequences of their use.
12. Describe how people adapt to, use and modify the natural resources of Michigan.

Civics and Government (C)

1. Give an example of how the Michigan state government fulfills one of the purposes of government (e.g. the Core Democratic Values of protecting individual rights, promoting the common good, ensuring equal treatment under the law).

2. Describe how the Michigan state government reflects the principle of representative government.
3. Distinguish between the roles of state and local government.
4. Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
5. Describe the purpose of the Michigan Constitution.
6. Identify the three branches of state government in Michigan and the powers of each.
7. Explain how state courts function to resolve conflict.
8. Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities (e.g., respecting the rights of others, voting, obeying laws) of citizenship.
9. List and explain the Core Democratic Values.
10. Explore how Catholics follow the teachings of Jesus in fulfilling our responsibilities as citizens of Michigan.
11. Identify ways our Christianity can be protected and practiced.
12. Identify ways our Christian faith can be transformed into citizen action.

Economics (E)

1. Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
2. Identify incentives (e.g. sales, tax breaks) that influence economic decisions people make in Michigan.
3. Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
4. Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
5. Explain the role of business development in Michigan's economic future.
6. Using a Michigan example, describe how specialization leads to increased interdependence (e.g., cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).
7. Identify products produced in other countries and consumed by people in Michigan.

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Identify public issues in Michigan that influence the daily lives of its citizens.
2. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3. Give examples of how conflicts over Core Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.
4. Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
5. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
6. Participate in projects to help or inform others about a public issue in Michigan.

Grade 4 Regions and States

Skills

- Draw a map and use a special purpose map.
- Use latitude and longitude.
- Use reference materials.
- Make a timeline.
- Read graphs, e.g. circle graphs.
- Apply critical thinking.
- Understand point of view.
- Interpret historical images.
- Distinguish fact from opinion.
- Make decisions.
- Draw conclusions.
- Resolve conflicts.

Connection to ELA: Reading Strategies

- Predict and Infer.
- Monitor and clarify.
- Summarize.
- Question.
- Writing: Write a report.

Geography

- Define geography as the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.
- Use geographic representations to acquire, process, and report information from a spatial perspective.
- Land and water: how a mountain is made.
- The geography of our world.
- The geography of our country.
- Define what a region is.
- Identify regions of the United States.
- Identify regions: North, Central and South America.

- Identify language regions of the world.
- Identify borders and boundaries.
- Land and climate:
 - Climate regions.
 - Explain how glaciers shaped the land.
 - Storms.
 - The mighty Mississippi.
 - Explain the reasons for the exploration of the west.
 - Elevation and how it affects climate and life.

Connection to Science

- The Water Cycle.
- Climate.

Economics

- Money and banks.
- Economics: making choices.
- Resources and economy.
- Supply and demand.
- Types of economies.
- Describe how the relationship between the location of natural resources and the location of industries affect the location and growth of regions and cities.
- Use visual data and informational text or primary accounts to compare a major activity today with that same or a related activity in the past.

History

- Use primary and secondary sources to understand history.
- Use stories, reader's theater and biographies to describe the ideas and actions of individuals involved in the history of the different regions, e.g.: Lewis and Clark, Civil Right leaders, etc.
- Use literature (e.g. poems) to understand events that shaped the life of a region or state.

Citizenship

- Volunteers at work.
- Civil rights.
- Universal human rights.
- National symbols.
- Government.
- Washington, D.C.
- Harmful or useful?

Technology

- Geography in daily life.
- Preventing pollution.
- Conserving water.

Grade 5 The United States

Because the fifth grade focuses on the history of the United States, other disciplines such as **G**eography, **E**conomics, and **C**ivics have been incorporated into it. Objectives that demonstrate these disciplines will be identified.

History (H)

Native American Life

1. Use maps to locate peoples in the desert, Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). H, G
2. Compare how Native Americans in the desert, Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodlands adapted to or modified the environment. H, G
3. Compare and contrast the four major Native American groups with respect to governmental and family structures, trade, and views on property ownership, land use, and religious beliefs. H, E, C

European Exploration

4. Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. H, G, E, C
5. Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Consider economic, political, cultural, and religious factors. H, E, C, G

African Life before the 16th Century

6. Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa). G
7. Describe the life and cultural development of people living in western Africa before the 16th century with respect to occupations, family structures, and the growth of states, towns, and trade. H, E, C, G

Three World Interactions

8. Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. H, G, E
9. Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converge in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. H, C, E, G
10. Explain the impact of European contact on American Indian cultures by comparing different approaches used by the British, French, and Spanish in their interactions with American Indians. H, C, E, G
11. Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. H, E, G

12. Describe how the Catholic Church had a positive and negative impact in its interactions with American Indians and Africans. H, G

European Struggle for Control of North America

13. Describe significant developments in the Southern colonies. Consider the patterns of settlement and control including the impact of geography (landforms and climate) on settlements; establishment of Jamestown, development of one-crop economics (plantation land use and growing season for rice in Carolinas and tobacco in Virginia); relationships with American Indians (e.g., Powhatan); development of colonial representative assemblies (House of Burgesses); development of slavery; the settlement of Maryland as a Catholic colony. H, E, G, C

14. Describe significant developments in the New England colonies. Consider the patterns of settlement and control including the impact of geography (landform and climate) on settlement; relations with American Indians (e.g., Pequot/King Phillip's War); growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies; the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government; religious tensions in Massachusetts that led to the establishment of other colonies in New England. H, E, C, G

15. Describe significant developments in the Middle Colonies. Consider the patterns of settlement and control including the impact of geography (landforms and climates) on settlements; the growth of Middle Colonies economies (e.g., breadbasket); the Dutch settlements in New Netherlands, Quaker settlements in Pennsylvania, and subsequent English takeover of the Middle Colonies; immigration patterns leading to ethnic and religious diversity in the Middle Colonies. H, E, C, G

16. Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. H, G, E

European Slave Trade and Slavery in Colonial America

17. Describe the Triangular Trade including the trade routes, the people and goods that were traded, the Middle Passage, and its impact on life in Africa. H, G, E

18. Describe the life of enslaved Africans and free Africans in the American colonies. H, E, C, G

19. Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. H

Life in Colonial America

20. Locate the New England, Middle, and Southern colonies on a map. G

21. Describe the daily life of people living in the New England, Middle, and Southern colonies. H, E, C, G

22. Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). H, E, C, G

23. Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). H, E

24. Make generalizations about the reasons for regional differences in colonial America. H, E, G

Causes of the American Revolution

25. Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. H, E, C, G
26. Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. H, E, C
27. Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed. H, C
28. Describe the role of the First and Second Continental Congress in unifying the colonies (e.g., addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). H, C
29. Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain, why they believed they had the right to do so, and the historical documents or ideas that influenced its writing. H, C, E
30. Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. H
31. Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. H, C, E
32. Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken (e.g., diplomacy vs. revolution). H, C, E

The American Revolution and Its Consequences

33. Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. H, E, C, G
34. Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution. H, G, E
35. Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. H, E, C, G
36. Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). H, E, C, G

Creating New Government(s) and a New Constitution

37. Compare and contrast the power of the national government and state governments under the Articles of Confederation. H, E, C, G

38. Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). H, E, C, G
39. Explain why the Constitutional Convention was convened, why the Constitution was written, and the historical documents or ideas that influenced it. H, E, C, G
40. Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution with the Great Compromise and Three-Fifths Compromise. H, E, C, G
41. Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). H, C
42. Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). H, C
43. Describe the concern that some people had about individual rights and why the inclusion of the Bill of Rights was needed for ratification. H, C
44. Describe the rights found in the Ten Amendments to the United States Constitution. H, C

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
2. Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
3. Give examples of how conflicts over Core Democratic Values lead people to differ on contemporary constitutional issues in the United States.
4. Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.
5. Determine how our Catholic faith influences our participation as citizens.
6. Develop and implement an action plan. Know how, when, and where to address or inform others about a public issue.
7. Participate in projects to help or inform others.

Grade 6

Western Hemisphere

History (H)

1. Explain why and how historians create eras and periods to organize and explain human activities.
2. Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Before Common Era/Common Era NOTE: 7th grade will cover the Eastern Hemisphere, calendar, time, etc.).

3. Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
4. Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
5. Consider the point of view, bias of the author, and context when reading and discussing primary and secondary sources.
6. Compare and evaluate competing historical perspectives about the past based on proof.
7. Identify the role of the individual in history and the significance of one person's ideas.
8. Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
9. Describe and use themes of history to study patterns of change and continuity.
10. Use historical perspective to analyze global issues faced by humans long ago and today.
11. Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).
12. Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
13. Describe the transition from hunter/gatherers to sedentary agriculture (domestication of plants and animals).
14. Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
15. Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
16. Explain how the environment favored hunter/gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
17. Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages or towns).
18. Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
19. Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).
20. Using environmental features and environmental obstacles, analyze the development of early empires based on the role of the environment.

21. Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
22. Describe similarities and differences among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
23. Describe the regional struggles and changes in government systems among the Mayan, Aztec, and Incan Empires.
24. Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

Geography (G)

1. Describe how geographers use mapping to represent the five themes of geography (location, place, region, movement and human environmental interaction).
2. From memory draw a map of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
3. Locate the major landforms, climate regions, and rivers (Amazon, Mississippi, Missouri, Colorado) of the Western Hemisphere.
4. Explain why maps of the same place may vary due to cultural perspectives and new knowledge in science and technology.
5. Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation. Analyze patterns by proposing generalizations about the location and density of the population.
6. Observe air photos, photographs and films as the basis for answering geographic questions about human and physical characteristics of places and regions.
7. Answer geographic questions using modern technology to locate information, process maps and data and analyze spatial patterns of the Western Hemisphere (e.g., Geographic Positioning System (GPS) and Geographic Information System (GIS) and satellite remote sensing).
8. Analyze a problem or issue in the Western Hemisphere by applying the skills of geographic inquiry (e.g., asking and answering geographic questions; acquiring and analyzing geographic information).
9. Use the five themes of geography to describe regions or places on Earth.
10. Compare the locations and distributions of human and physical characteristics on Earth by using knowledge of spatial patterns.
11. Explain and demonstrate the different ways in which places are connected and how those connections affect interdependence and accessibility.
12. Describe the climate and landform features within the Western Hemisphere regions.
13. Use GIS, satellite images, and/or the Internet to show the elevation and where people live associated with tectonic plates such as volcanoes (Ring of Fire, recent volcanic and seismic events in the Western Hemisphere).

14. Describe the human characteristics such as languages, religions, economic systems, governmental systems, and cultural traditions in the Western Hemisphere.
15. Explain how communities are positively and negatively affected by changes in technology (e.g. with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, and air travel).
16. Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).
17. Create and analyze climate graphs to answer geographic questions and make predictions based on patterns for two locations at different latitudes and elevations in the region (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
18. Explain how and why ecosystems differ because of differences in latitudes, elevation, and human activities (e.g. South America's location relative to the equator; effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
19. Identify ecosystems and explain why humans prefer to live in some areas more than others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal areas).
20. Identify and explain examples of cultural diffusion in North, South and Central America (e.g., baseball, soccer; music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).
21. List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).
22. Describe and identify the places and modifications that were necessary to make places suitable for settlement in the Western Hemisphere (e.g., Michigan swamps being drained prior settlement; Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
23. Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
24. Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
25. Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

26. Describe the environmental effects of human action on the air, water, soil, plants, animals and people (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
27. Describe how human modifications of the landscape are affected by variations of technology (e.g., clearing forests for agricultural land in South America, hydroelectric developments in Canada, Brazil and Chile, and mining in Kentucky and West Virginia).
28. Identify the ways the human-environment interaction changes one place can affect the physical environment of other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
29. Describe the choices and changes in human activities that people would have to make due to a change in physical environment (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia; global warming).

Civics and Government (C)

1. Compare and contrast the ideals and purposes of a democratic government and a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens or promoting a particular religion).
2. Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government). Analyze how those nation-states interacted with other nations.
3. Compare and contrast a military dictatorship (e.g., Cuba, North Korea, etc.), a presidential system of representative democracy (e.g., United States, Mexico, etc.), and a parliamentary system of representative democracy (e.g., Canada).
4. Explain how countries interact politically based on their geographic location (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
5. Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
6. Give examples of how countries through international organizations work together for mutual benefits (e.g., North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

Economics (E)

1. Identify incentives and how they vary in different economic systems (e.g., acquiring money, profit goods, wanting to avoid job loss in position in society, job placement).
2. Describe how a governmental policy affects a country, as well as other countries that use its resources (sanctions, tariffs, treaties).
3. Use charts and graphs to compare imports and exports and to propose generalizations about patterns of economic interdependence of different countries in the Western Hemisphere.
4. To demonstrate the flow of materials, labor, and capital, diagram or map the movement of a consumer product from where it is manufactured to where it is sold (e.g., global supply chain for computers, athletic shoes, and clothing).

5. Explain how innovations in communicating have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).
6. Explain and compare how an economic system (traditional, command, and market) decides what should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica).

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Clearly state an issue as a question or public policy, trace the origins of that issue, analyze various perspectives, and generate and evaluate alternative resolutions.
2. In group discussions, deeply examine policy issues and debate to make reasoned and informed decisions. Then individually write persuasive-argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
3. Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance their views in matters of public policy, report the results, and evaluate effectiveness.
4. Engage and participate in activities intended to inform others and to contribute to solving a national or international problem (e.g., service learning projects).
5. Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Contemporary Investigation Sample Topics include:
 - Global Climate Change – Investigate the impact of global climate change and describe the significance for human-environment relationships.
 - Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.
 - Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.
 - Human-Environmental Interactions – Investigate how policies from the past and their implementations have had positive or negative consequences for the environment in the future.
 - Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems and the economy and the responsibilities of government.
6. Conduct research on ancient world history eras, compose persuasive essays, and develop a plan for action.
7. Determine how our Catholic Faith influences our participation in a global society.

Contemporary Investigation Topics related to World History and Contemporary Geography include:

World History/Geography Era 1

- Population Growth and Resources – Investigate how population growth affects resource availability.
- Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

- Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people

WHG Era 3

- Development – Investigate economic effects on development in a region and its ecosystems and societies

Grade 7

Eastern Hemisphere

History (H)

1. Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
2. Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
3. Compare and evaluate competing historical perspectives about the past based on proof.
4. Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
5. Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
6. Describe and use themes of history to study patterns of change and continuity.
7. Use historical perspective to analyze global issues faced by humans long ago and today.
8. Explain how and when human communities populated and adapted to a variety of environments in major regions of the Eastern Hemisphere (Africa, Europe, and Asia).
9. Explain what archeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
10. Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
11. Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
12. Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).
13. Describe the importance of the development of human language, oral and written, and its relationship to the development of culture.
 - verbal vocalizations
 - standardization of physical (rock, bird) and abstract (love, fear) words
 - pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions)
14. Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

15. Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
16. Define cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
17. Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
18. Using historic and modern maps, locate three major classical empires and propose a generalization about the relationship between geographic characteristics and the development of early empires.
19. Compare and contrast the defining characteristics of a city-state, civilization, and empire.
20. Assess the importance of Greek ideas about democracy and citizenship and how it influenced Western political thought and institutions.
21. Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology, and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
22. Use historic and modern maps to locate and describe trade networks among empires in the classical era; describe how trade integrated cultures and influenced economics with specific case studies (e.g., Assyrian, Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek Networks).
23. Describe the role of the following in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
 - state authority
 - military power
 - taxation systems,
 - institutions of coerced labor, including slavery
 - legal codes
 - belief systems
 - written language and communications
24. Create a time line illustrating the rise and fall of empires during the classical period.
25. Identify and describe the beliefs of the six major world religions (Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam).
26. Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
27. Identify and describe the ways that religions both unified and divided people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.
28. Analyze the impact of colonialism on African life.

Geography (G)

1. Use a variety of maps, globes, and web-based geography technology to study the world, including global, interregional, regional, and local scales.

2. From memory draw a map of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, and Antarctica).
3. Locate the major landforms, climate regions, and rivers of the Eastern Hemisphere.
4. Answer geographic questions using modern technology to locate information, process maps and data and analyze spatial patterns of the Eastern Hemisphere (e.g., Geographic Positioning System (GPS) and Geographic Information System (GIS) and satellite remote sensing).
5. Analyze a problem or issue in the Eastern Hemisphere by applying the skills of geographic inquiry (e.g., asking and answering geographic questions; acquiring and analyzing geographic information).
6. Use the five themes of geography to describe regions or places on Earth.
7. Describe the climate and landform features within the Eastern Hemisphere regions.
8. Use GIS, satellite images, and the Internet to compare and contrast the surface features and vegetation of Eastern Hemisphere continents.
9. Locate, describe and compare the ecosystems, resources, and human environment interactions of major world regions.
10. Describe the human characteristics such as languages, religions, economic systems, governmental systems, and cultural traditions in the regions under study.
11. Explain how communities are positively and negatively affected by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
12. Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).
13. Create and analyze climate graphs to answer geographic questions and make predictions based on patterns for two locations at different latitudes and elevations in the region (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).
14. Explain how and why ecosystems differ because of differences in latitudes, elevation, and human activities (e.g. effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
15. Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
16. Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current societies.
17. Describe and identify the modifications that were necessary to make places suitable for settlement in the Eastern Hemisphere (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
18. Describe patterns of settlement by using historical and modern maps (e.g., the location of the

world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

19. Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
20. Identify the ways the human-environment interaction changes one place can affect the physical environment of other places (e.g., cutting forests in one region may result in river basin flooding as has happened historically in China; building a dam floods land upstream and may permit irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Civics and Government (C)

1. Explain how differences that occur in monarchies, theocracies, dictatorships, and representative governments affect relationships between government and society (e.g., individual, government and society as a whole).
2. Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government). Analyze how those nation-states interacted with other nations.
3. Explain how governments address national issues and form policies, and how those policies affect other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).
4. Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).
5. Explain why governments belong to different types of international and regional organizations (e.g., North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting States (OPEC), European Union (EU), African Union (AU), G-8 countries (leading political and economic countries), United Nations (UN)).

Economics (E)

1. Describe how a governmental policy affects a country, as well as other countries that use its resources (sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).
2. Explain the importance of trade (imports and exports) on national economics in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
3. Graph and analyze the Gross Domestic Product of a region in the Eastern Hemisphere for the past decade and compare the data with trend data on the total value of imports and exports over a period of time. Then determine the impact of trade on that region.
4. Explain how innovations in communicating have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies). (E314)
5. Explain and compare how an economic system (traditional, command, and market) decides what should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Africa; and the transition to market economies in Vietnam and China).

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Clearly state an issue as a question or public policy, trace the origins of that issue, analyze various perspectives, and generate and evaluate alternative resolutions.
2. In group discussions, deeply examine policy issues and debate to make reasoned and informed decisions. Then individually write persuasive-argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
3. Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance their views in matters of public policy, report the results, and evaluate effectiveness.
4. Engage and participate in Works of Mercy and contribute to solving national or international problems and/or effecting change through involvement in Catholic Social teachings (service learning projects).
5. Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. Contemporary Investigation Sample Topics include:
 - a. Conflict, stability and change – investigate the significance of conflict, stability, and change in governmental systems within the region.
 - b. Diversity and Nationalism – investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.
 - c. Urbanization – investigate urbanization and its consequences for the world's population.
 - d. Oil and Society – investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.
 - e. Children in the World – investigate issues affecting children such as health, labor, and war.
 - f. Regional Cooperation – Explain the significance of and barriers to regional cooperation.
6. Conduct research on ancient world history eras, compose persuasive essays, and develop a plan for action.
7. Determine how our Catholic Faith influences our participation in a global society.

Skills

1. Read different type of maps
2. Read latitude and longitude
3. Make generalizations
4. Research topics on the Internet
5. Read a political cartoon
6. Compare maps
7. Interpret charts
8. Use electronic card catalog
9. Make an outline

Grade 8

United States History: Beginnings to 1840

History (H)

Because the eighth grade focuses on the history of the United States, the other disciplines (Geography, Economics, and Civics) have been incorporated into it. Objectives that demonstrate these disciplines will be identified

Creating New Government and a New Constitution

1. Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). C
2. Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. E, C
3. Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. C
4. Explain how the new Constitution resolved (or compromised) the major issues including sharing, separating, and checking the power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise and the Great Compromise. C
5. Analyze the perspectives of Federalists and Anti-Federalists over the ratification of the Constitution and describe how the states ratified the Constitution. C
6. Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. C
7. Using primary sources such as (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), discuss the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. C
8. Citizenship and the Constitution: 1787-Present
 - a. Understanding the Constitution
 - b. Amendments 1 to 10 - The Bill of Rights
 - c. Amendments 11-27
 - d. Rights and responsibilities of citizenship.

Challenges to an Emerging Nation

8. Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. C

9. Establishing America's Place in the World – Explain the changes in America's relationship with other nations by analyzing:

- treaties with American Indian nations
- Jay's Treaty
- French Revolution
- Pinckney's Treaty
- Louisiana Purchase
- War of 1812
- Transcontinental Treaty
- The Monroe Doctrine. G, C

10. Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), by analyzing disagreements over:

- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., the Jacksonian Era)
- foreign relations (e.g., French Revolution, relations with Great Britain)
- economic policy (e.g., the creation of a national bank, assumption of revolutionary debt). G, E, G

11. Establishing a National Judiciary and its Power – Explain the development of the power of the Supreme Court through:

- the doctrine of judicial review as manifested in *Marbury v. Madison* (1803)
- the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). E, C

Regional and Economic Growth

12. Comparing Northeast and the South – compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of:

- Agriculture, including changes in productivity, technology, supply and demand, and price
- Industry, including entrepreneurial development of new industries, such as textiles
- The labor force including labor incentives and changes in the labor forces
- Changes in transportation (steamboats and canal bridges) and impact on economic markets and prices
- Immigration and the growth of nativism
- Race relations
- Class relations. G, E, C

13. The Institution of Slavery – explain the ideology, policies, and consequences of slavery. G, C

14. Westward Expansion – Explain the expansion, conquest, and settlement of the West through:

- the Louisiana Purchase
- the removal of American Indians (Trail of Tears) from their native lands
- the growth of a system of commercial agriculture
- the Mexican-American War
- Manifest Destiny. G, E, C

15. Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on:

- American Indians
- Relations between free states and slave states. G, E

Reform Movements

16. Explain the origins of the American education system and free compulsory public education (e.g., Horace Mann). C

17. Describe the formation, development, and the response of the abolitionist movement leaders including:

- John Brown and the armed resistance
- Harriet Tubman and the Underground Railroad
- Sojourner Truth
- William Lloyd Garrison
- Frederick Douglass. C

18. Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. C

19. Analyze the goals and effects of the antebellum temperance movement. C

20. Evaluate the role of religion in shaping antebellum reform movements (with emphasis on the concept of Catholic social justice). C

Public Discourse, Decision Making, and Citizen Involvement (P)

1. Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- Identify a national public policy issue
- Clearly state an issue as a question of public policy orally and in written form
- Trace the origins of an issue and to acquire data about the issue
- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue
- Identify and apply Core Democratic Values and/or Constitutional principles
- Share and discuss findings of research and issue analysis in group discussions and debates
- Compose a persuasive essay justifying the position with a reasoned argument
- Develop an action plan to address or inform others about the issue

2. Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance their views in matters of public policy. Then prepare a report of the results, and evaluate effectiveness.

3. Engage and participate in activities intended to inform others and to contribute to solving a national or international problem (e.g., service learning projects).

4. Identify ways our Catholic values can be applied to social issues.

Skills

10. Interpret diagrams.
11. Frame historical questions.
12. Interpret timelines.
13. Understand historical interpretation.
14. Determine different points of view.
15. Determine the context of statements.
16. Make group decisions.
17. Work in group to solve issues.
18. Identify central issues.
19. Solve problems.
20. Assess primary and secondary sources.
21. Interpret political cartoons.
22. Read maps.