



SAINT THOMAS AQUINAS PARISCH SCHOOL  
GRADE LEVEL OUTCOMES AND STANDARDS  
for

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SOCIAL STUDIES

November 2012

St. Thomas Aquinas Parish School  
Social Studies Mission Statement

The mission of the St. Thomas Aquinas Social Studies educators is to assist students in the development and application of:

- ❖ Making ethical and Catholic value connections within social studies
- ❖ Making ethical and Catholic value connections between social studies and other subject areas/fields of study for use in their spiritual, intellectual, emotional, physical, and cultural growth so that they may become lifelong, Christian learners.

St. Thomas Aquinas Parish School  
Social Studies Vision Statement

As a Christian people of hope in the Catholic tradition, we believe in building the values of awareness, understanding, analysis and appreciation for the diversity of world cultures throughout history, the principal and philosophical differences of our global community, our national identity and the economic and environmental challenges that exist in the world today.

Our goal as educators in History/Social Sciences is to teach the skills that enable these values to be experienced by our students and integrated into their daily lives.

Our vision of the reign of God inspires us to believe that ethical and moral participation in the public sphere of our society, in solidarity with all in need, is a hope-filled and necessary task.

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Kindergarten

In Kindergarten, instructional time should focus on using a familiar context for five and six year old to learn about social studies disciplines, such as history, geography, civics, and government, and economics the the eyes of “Myself and Others”.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Government
4. Economics
5. Citizenship

## **History**

**Living and Working Together** – (Using historical thinking to understand the past.)

- Distinguish among yesterday, today, tomorrow. (K-H2.0.1)
- Create a timeline using events from their own lives. (K-H2.0.2)
- Identify the beginning, middle, and end of historical narratives or stories. (K-H2.0.3)
- Describe ways people learn about the past. (K-H2.0.4)

## **Geography**

**The World in Spatial Terms** – (Use geographic representations to acquire, process, and report information from a spatial perspective.)

- Recognize that maps and globes represent places. (K-G1.0.1)
- Use environmental directions or positional words to identify significant locations in the classroom. (K-G1.0.2)
- Four Seasons

**Places and Regions** – (Understand how regions are created from common physical and human characteristics.)

- Identify and describe places in the immediate environment. (K-G2.0.1)
- Languages spoken in different regions of the country or world

**Environment and Society** – (Understand the effects of human-environment interactions.)

- Describe ways people use the environment to meet human needs and wants. (K-G5.0.1)

## **Civics and Government**

**Values and Principles of American Democracy** – (Understand values and principles of American constitutional democracy.)

- Identify our country's flag as an important symbol of the United States. (K-C2.0.1)
- Explain why people do not have the right to do whatever they want. (K-C2.0.2)
- Describe fair ways for groups to make decisions. (K-C2.0.3)

**Role of the Citizen in American Democracy** – (Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.)

- Describe situations in which they demonstrated self-discipline and individual responsibility. (K-C5.0.1)

## **Economics**

**Market Economy** – (Use fundamental principles and concepts of economics to understand economic activity in a market economy.)

- Describe economic wants they have experienced. (K - E1.0.1)
- Distinguish between goods and services. (K – E1.0.2)
- Recognize situations in which people trade. (K – E1.0.3)
- Goods produced by natural resources found in our world.

## **Citizenship**

**Identifying and Analyzing Public Issues** - *(Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.)*

- Identify classroom issues. (P3.1.1)

- Use simple graphs to explain information about a classroom issue. (P3.1.2)
- Compare their viewpoint about a classroom issue with the viewpoint of another person. (P3.1.3)
- Special person of the week

**Persuasive Communication About a Public Issue** - (*Communicate a reasoned position on a public issue.*)

- Express a position on a classroom issue. (P3.3.1)
- Character/Virtues and personal responsibility in the classroom and school setting.

**Citizen Involvement** - (*Act constructively to further the public good.*)

- Develop and implement an action plan to address or inform others about a public issue. (P4.2.1)
- Participate in projects to help or inform others. (P4.2.2)
- Reduce, Reuse, Recycle

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
First Grade

In First grade, instructional time should focus on the exploration of social studies disciplines of history, geography, civics, and government. They should also focus on economics through an integrated approach using the context of school and families.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Government
4. Economics
5. Citizenship

## **History**

**Living and Working Together in Families and Schools** - (*Use historical thinking to understand the past.*)

- Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. (1 – H2.0.1)
- Use a calendar to distinguish among days, weeks, and months. (1 – H2.0.2)
- Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. (1-H2.0.3)
- Retell in sequence important ideas and details from stories about families or schools. (1-H2.0.4)
- Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past. (1-H2.0.5)
- Compare life today with life in the past using the criteria of family, school, jobs, or communication. (1 – H2.0.6)
- Identify the events or people celebrated during United States national holidays and why we celebrate them. (1 – H2.0.7)

## **Geography**

**The World in Spatial Terms** – (Use geographic representations to acquire, process, and report information from a spatial perspective.)

- Construct simple maps of the classroom to demonstrate aerial perspective. (1 – G1.0.1 )
- Give examples of places that have absolute locations. (1 – G1.0.2)
- Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. (1 – G1.0.3)
- Distinguish between landmasses and bodies of water using maps and globes. (1 – G1.0.4)

**Places and Regions** – (Understand how regions are created from common physical and human characteristics.)

- Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places. (1 – G2.0.1 )
- Describe the unifying characteristics and/or boundaries of different school regions. (1 – G2.0.2)

**Human Systems** – (Understand how human activities help shape the Earth's surface.)

- Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life. (1 – G4.0.1 )

**Environment and Society** – (Understand the effects of human-environment interactions.)

- Describe ways in which people modify and adapt to the environment. (1 – G5.0.1 )

## **Civics and Government**

**Purposes of Government** – (*Explain why people create government.*)

- Identify some reasons for rules in school. (1 – C1.0.1 )
- Give examples of the use of power with authority in school. (1 – C1.0.2)
- Give examples of the use of power without authority in school. (1 – C1.0.3)

**Values and Principles of American Democracy** – (Understand values and principles of American constitutional democracy.)

- Explain how decisions can be made or how conflicts might be resolved in fair and just ways. (1 – C2.0.1)
- Identify important symbols of the United States of America. (1 – C2.0.2)

**Role of the Citizen in American Democracy** – (Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.)

- Describe some responsibilities people have at home and at school. (1 – C5.0.1)
- Identify situations in which people act as good citizens in the school community. (1 – C5.0.2)

## **Economics**

**Market Economy** – (Use fundamental principles and concepts of economics to understand economic activity in a market economy.)

- Distinguish between producers and consumers of goods and services. (1 – E1.0.1 )
- Describe ways in which families consume goods and services. (1 – E1.0.2)
- Using examples, explain why people cannot have everything they want (scarcity) and describe
  - how people respond (choice). (1 – E1.0.3 )
  - Describe reasons why people voluntarily trade. (1 – E1.0.4)
  - Describe how money simplifies trade. (1 – E1.0.6 ).

## **Citizenship**

**Identifying and Analyzing Public Issues** - *(Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.)*

- Identify public issues in the school community. (1 – P3.1.1)
- Use graphic data to analyze information about a public issue in the school community. (1 – P3.1.2)
- Identify alternative resolutions to a public issue in the school community. (1 – P3.1.3)

**Persuasive Communication About a Public Issue** - *(Communicate a reasoned position on a public issue.)*

- Express a position on a public policy issue in the school community and justify the position with a reasoned argument. (1 – P3.3.1)

**Citizen Involvement** - *(Act constructively to further the public good.)*

- Develop and implement an action plan to address or inform others about a public issue. (1 – P4.2.1 )
- Participate in projects to help or inform others. (1 – P4.2.2)



St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Second Grade

In second grade, instructional time should focus on an integrative approach to social studies through the context of our local community.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Government
4. Economics
5. Citizenship

## **History**

### **Living and Working Together in Communities** - (*Use historical thinking to understand the past.*)

- Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. (2 – H2.0.1)
- Explain why descriptions of the same event in the local community can be different. (2 – H2.0.2)
- Use an example to describe the role of the individual in creating history. (2 – H2.0.3)
- Describe changes in the local community over time. (2 – H2.0.4)
- Identify a problem in a community's past and describe how it was resolved. (2 – H2.0.5)
- Construct a historical narrative about the history of the local community. (2 – H2.0.6)

### **Living the Past**

- Spanish Explorers
- Native American colonization – from colony to states.
- Cultures and traditions
- Martin Luther King Jr.
- African-American and Women History
- Comparing letters, book, speeches, and paintings

## **Geography**

### **The World in Spatial Terms** – (Use geographic representations to acquire, process, and report information from a spatial perspective.)

- Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. (2 – G1.0.1 )
- Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale. (2 – G1.0.2 )

### **Places and Regions** – (Understand how regions are created from common physical and human characteristics.)

- Compare the physical and human characteristics of the local community with those of another community. (2 – G2.0.1 )
- Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). (2 – G2.0.2 )

### **Human Systems** – (Understand how human activities help shape the Earth's surface.)

- Describe land use in the community. (2 – G4.0.1)
- Describe the means people create for moving people, goods, and ideas within the local community. (2 – G4.0.2)
- Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community. (2 – G4.0.3)
- Junior Achievement Community

### **Environment and Society** – (Understand the effects of human-environment interactions.)

- Suggest ways people can responsibly interact with the environment in the local community. (2 – G5.0.1)
- Describe positive and negative consequences of changing the physical environment of the local community. (2 – G5.0.2)

## **Civics and Government**

**Purposes of Government** – (Explain why people create government.)

- Explain why people form governments. (2 – C1.0.1)
- Distinguish between government action and private action. (2 – C1.0.2)

**Values and Principles of American Democracy** – (Understand values and principles of American constitutional democracy.)

- Explain how local governments balance individual rights with the common good to solve local community problems. (2 – C2.0.1)
- Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. (2 – C2.0.2)

**Structure and Functions of Government** – (Describe the structure of government in the United States and how it functions to serve citizens.)

- Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. (2 – C3.0.1)
- Use examples to describe how local government affects the lives of its citizens. (2 – C3.0.2)
- Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks). (2 – C3.0.3)

**Role of the Citizen in American Democracy** – (Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.)

- Identify ways citizens participate in community decisions. (2 – C5.0.1)
- Distinguish between personal and civic responsibilities and explain why they are important in community life. (2 – C5.0.2)
- Design and participate (2 – C5.0.3)

## **Economics**

**Market Economy** – (Use fundamental principles and concepts of economics to understand economic activity in a market economy.)

- Identify the opportunity cost involved in a consumer decision. (2 – E1.0.1)
- Identify businesses in the local community. (2 – E1.0.2)
- Describe how businesses in the local community meet economic wants of consumers. (2 – E1.0.3)
- Describe the natural, human, and capital resources needed for production of a good or service in a community. (2 – E1.0.4)
- Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants. (2 – E1.0.5)

## **Citizenship**

**Identifying and Analyzing Public Issues** - (*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*)

- Identify public issues in the local community that influence the daily lives of its citizens. (2 – P3.1.1)
- Use graphic data and other sources to analyze information about a public issue in the local

community and evaluate alternative resolutions. (2 – P3.1.2)

- Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community. (2 – P3.1.3)

**Persuasive Communication About a Public Issue** - (*Communicate a reasoned position on a public issue.*)

- Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument. (2 – P3.3.1 )

**Citizen Involvement** - (*Act constructively to further the public good.*)

- Develop and implement an action plan to address or inform others about a public issue. (2 – P4.2.1)
- Participate in projects to help or inform others. (2 – P4.2.2)

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Third Grade

In third grade, instructional time should focus on the exploration of Michigan studies.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Government
4. Economics
5. Citizenship

## **History**

### **History of Michigan (Through Statehood)-** *(Use historical thinking to understand the past.)*

- Identify questions historians ask in examining the past in Michigan. (3 – H3.0.1)
- Explain how historians use primary and secondary sources to answer questions about the past. (3 – H3.0.2)
- Describe the causal relationships between three events in Michigan's past. (3 – H3.0.3)
- Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs. (3 – H3.0.4)
- Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. (3 – H3.0.5)
- Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. (3 – H3.0.6)
- Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood). (3 – H3.0.7)
- Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. (3 – H3.0.8)
- Describe how Michigan attained statehood. (3 – H3.0.9)
- Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood). (3 – H3.0.10)

## **Geography**

### **The World in Spatial Terms** – (Use geographic representations to acquire, process, and report information from a spatial perspective.)

- Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment. (3 – G1.0.)
- Use thematic maps to identify and describe the physical and human characteristics of Michigan. (3 – G1.0.2)

### **Places and Regions** – (Understand how regions are created from common physical and human characteristics.)

- Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. (3 – G2.0.1)
- Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest). (3 – G2.0.2)

### **Human Systems** – (Understand how human activities help shape the Earth's surface.)

- Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (3 – G4.0.1)
- Describe diverse groups that have come into a region of Michigan and reasons why they came. (3 – G4.0.2)
- Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (3 – G4.0.3)

- Use data and current information about the 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. (3 – G4.0.4)

**Environment and Society** – (Understand the effects of human-environment interactions.)

- Locate natural resources in Michigan and explain the consequences of their use. (3 – G5.0.1 )
- Describe how people adapt to, use, and modify the natural resources of Michigan. (3 – G5.0.2)

**Civics and Government**

**Purposes of Government** – (Explain why people create government.)

- Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law). (3 – C1.0.1)

**Values and Principles of American Democracy** – (Understand values and principles of American constitutional democracy.)

- Describe how Michigan state government reflects the principle of representative government. (3 – C2.0.1)

**Structure and Functions of Government** – (Describe the structure of government in the United States and how it functions to serve citizens.)

- Distinguish between the roles of state and local government. (3 – C3.0.1)
- Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines). (Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines). (3 – C3.0.2 )
- Identify the three branches of state government in Michigan and the powers of each. (3 – C3.0.3)
- Explain how state courts function to resolve conflict. (3 – C3.0.4)
- Describe the purpose of the Michigan Constitution. (3 – C3.0.5)

**Role of the Citizen in American Democracy** – (Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.)

- Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws). (3 – C5.0.1)

**Economics**

**Market Economy** – (Use fundamental principles and concepts of economics to understand economic activity in a market economy.)

- Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. (3 – E1.0.1 )
- Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan. (3 – E1.0.2)
- Analyze how Michigan’s location and natural resources influenced its economic development. (3 – E1.0.3)

- Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (3 – E1.0.4)
- Explain the role of business development in Michigan’s economic future. (3 – E1.0.5)

**National Economy** – (Use fundamental principles and concepts of economics to understand economic activity in the United States.)

- Using a Michigan example, describe how specialization leads to increased interdependence. (3 – E2.0.1)

**International Economy** – (Use fundamental principles and concepts of economics to understand economic activity in global economy.)

- Identify products produced in other countries and consumed by people in Michigan. (3 – E3.0.1 )

### **Citizenship**

**Identifying and Analyzing Public Issues** - (*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*)

- Identify public issues in Michigan that influence the daily lives of its citizens. (3 – P3.1.1)
- Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. (3 – P3.1.2)
- Give examples of how conflicts over (3 – P3.1.3)

**Persuasive Communication About a Public Issue** - (*Communicate a reasoned position on a public issue.*)

- Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument. (3 – P3.3.1)

**Citizen Involvement** - (*Act constructively to further the public good.*)

- Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. ( 3 – P4.2.1)
- Participate in projects to help or inform others. (3 – P4.2.2)



St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Fourth Grade

In fourth grade, instructional time should focus on using the context of the United States to explore the basic categories of social studies.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Government
4. Economics
5. Citizenship

## **History**

### **History of Michigan (Beyond Statehood)-** *(Use historical thinking to understand the past.)*

- Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (4 – H3.0.1)
- Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (4 – H3.0.2)
- Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (4 – H3.0.3)
- Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present. (4 – H3.0.4)
- Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (H3.0.5)
- Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (H3.0.6)
- Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (H3.0.7)
- Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (H3.0.8)
- Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future. (H3.0.9)

## **Geography**

### **The World in Spatial Terms** – (Use geographic representations to acquire, process, and report information from a spatial perspective.)

- Identify questions geographers ask in examining the United States. (4 – G1.0.1)
- Use cardinal and intermediate directions to describe the relative location of significant places in the United States. (4 – G1.0.2)
- Identify and describe the characteristics and purposes of a variety of geographic tools and technologies. (4 – G1.0.3)
- Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States. (4 – G1.0.4)
- Use maps to describe elevation, climate, and patterns of population density in the United States. (4 – G1.0.5)

### **Places and Regions** – (Understand how regions are created from common physical and human characteristics.)

- Describe ways in which the United States can be divided into different regions. (4 – G2.0.1)
- Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States. (4 – G2.0.2)

### **Human Systems** – (Understand how human activities help shape the Earth's surface.)

- Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (4 – G4.0.1)
- Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. (4 – G4.0.2)

**Environment and Society** – (Understand the effects of human-environment interactions.)

- Assess the positive and negative effects of human activities on the physical environment of the United States. (4 – G5.0.1 )

**Civics and Government**

**Purposes of Government** – (Explain why people create government.)

- Identify questions political scientists ask in examining the United States. (4 – C1.0.1)
- Explain probable consequences of an absence of government and of rules and laws.(4 – C1.0.2)
- Describe the purposes of government as identified in the Preamble of the Constitution. (4 – C1.0.3)

**Values and Principles of American Democracy** – (Understand values and principles of American constitutional democracy.)

- Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. (4 – C2.0.1)
- Identify situations in which specific rights guaranteed by the Constitution and Bill. (4 – C2.0.2)

**Structure and Functions of Government** – (Describe the structure of government in the United States and how it functions to serve citizens.)

- Give examples of ways the Constitution limits the powers of the federal government. (4 – C3.0.1)
- Give examples of powers granted to the federal government and those reserved for the states. (4 – C3.0.2)
- Describe the organizational structure of the federal government in the United States. (4 – C3.0.3)
- Describe how the powers of the federal government are separated among the branches. (4 – C3.0.4 )
- Give examples of how the system of checks and balances limits the power of the federal government. (4 – C3.0.5)
- Describe how the President, members of the Congress, and justices of the Supreme Court come to power. (4 – C3.0.6)
- Explain how the federal government uses taxing and spending to serve the purposes of government.. (4 – C3.0.7)

**Role of the Citizen in American Democracy** – (Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.)

- Explain responsibilities of citizenship. (4 – C5.0.1)
- Describe the relationship between rights and responsibilities of citizenship. (4 – C5.0.2)
- Explain why rights have limits. (4 – C5.0.3)
- Describe ways citizens can work together to promote the values and principles of American democracy. (4 – C5.0.4)

**Market Economy** – (Use fundamental principles and concepts of economics to understand economic activity in a market economy.)

- Identify questions economists ask in examining the United States. (4 – E1.0.1)
- Describe some characteristics of a market economy. (4 – E1.0.2)
- Describe how positive and negative incentives influence behavior in a market economy. (4 – E1.0.3)
- Explain how price affects decisions about purchasing goods and services. (4 – E1.0.4)
- Explain how specialization and division of labor increase productivity. (4 – E1.0.5)
- Explain how competition among buyers results in higher prices and competition among sellers results in lower prices. (4 – E1.0.6)
- Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. (4 – E1.0.7)
- Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (4 – E1.0.8)

**National Economy** – (Use fundamental principles and concepts of economics to understand economic activity in the United States.)

- Explain how changes in the United States economy impact levels of employment and unemployment. (4 – E2.0.1)

**International Economy** – (Use fundamental principles and concepts of economics to understand economic activity in global economy.)

- Describe how global competition affects the national economy. (4 – E3.0.1)

## **Citizenship**

**Identifying and Analyzing Public Issues** - (*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*)

- Identify public issues in the United States that influence the daily lives of its citizens. (4 – P3.1.1)
- Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions. (4 – P3.1.2)
- Give examples of how conflicts over core democratic. (4 – P3.1.3)

**Persuasive Communication About a Public Issue** - (*Communicate a reasoned position on a public issue.*)

- Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument. (4 – P3.3.1)

**Citizen Involvement** - (*Act constructively to further the public good.*)

- Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. (4 – P4.2.1)
- Participate in projects to help or inform others. (4 – P4.2.2)

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Fifth Grade

In fifth grade, instructional time should focus on beginnings of the New World with content about Native Americans and explorers into the colonization and settlement of the New World through the American Revolution and beginning of a new nation.

Social Studies concepts are organized into four basic categories:

1. ERA 1 – Beginnings to 1620
2. ERA 2 – Colonization and Settlement (1585-1763)
3. ERA 3 – Revolution and the New Nation (1754-1800)
4. Public Discourse, decision making, and citizen involvement

## **ERA 1**

**American Indian Life in the Americas** - *(Describe the life of peoples living in North America before European exploration.)*

- 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. (5 – U1.1.1)
- Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (5 – U1.1.2)
- Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (5 – U1.1.3)

**European Exploration** - *(Identify the causes and consequences of European exploration and colonization.)*

- Explain the technological, and political developments, , that made sea exploration possible. (5 – U1.2.1)
- 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. (5 – U1.2.2)

**African Life Before the 16<sup>th</sup> Century** - *(Describe the lives of peoples living in western Africa prior to the 16th century.)*

- Use maps to locate the major regions of Africa. (5 – U1.3.1)
- Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic and family structures, and the growth of states, towns, and trade. (5 – U1.3.2)

**Three World Interactions** - *(Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.)*

- 5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (5 – U1.4.1)
- Use primary and secondary sources to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (5 – U1.4.2)
- Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (5 – U1.4.3)
- Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (5 – U1.4.4)

## **ERA 2**

**European Struggle for Control of North America** - *(Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.)*

- Describe significant developments in the Southern colonies, including patterns of settlement and control including:

- the impact of geography on settlement
- establishment of Jamestown
- development of one-crop economies
- relationships with American Indians
- development of colonial representative assemblies
- development of slavery (5 – U2.1.1 )
- Describe significant developments in the New England colonies, including:
  - patterns of settlement and control including the impact of geography
  - relations with American Indians
  - growth of agricultural and non-agricultural 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 (5 – U2.1.2)
- Describe significant developments in the Middle Colonies, including:
  - patterns of settlement and control including the impact of geography on settlement
  - the growth of Middle Colonies economies
  - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
  - immigration patterns leading to ethnic diversity in the Middle Colonies
  - Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (5 – U2.1.3)
- Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (5 – U2.1.4)

**European Slave Trade and Slavery in Colonial America - (*Analyze the development of the slave system in the Americas and its impact upon the life of Africans.*)**

- Describe Triangular Trade including:
  - the trade routes
  - the people and goods that were traded
  - the Middle Passage
  - its impact on life in Africa (5– U2.2.1)
- Describe the life of enslaved Africans and free Africans in the American colonies. (5 – U2.2.2)
- Describe how Africans living in North America drew upon their African past and adapted elements of new cultures to develop a distinct African-American culture. (5 – U2.2.3)

**Life in Colonial America - (*Distinguish among and explain the reasons for regional differences in colonial America.*)**

- Locate the New England, Middle, and Southern colonies on a map. (5 – U2.3.1)
- Describe the daily life of people living in the New England, Middle, and Southern colonies. (5 – U2.3.2)
- Describe colonial life in America from the perspectives of at least three different groups of people. (5 – U2.3.3)
- Describe the development of the emerging labor force in the colonies. (5 – U2.3.4)
- Make generalizations about the reasons for regional differences in colonial America. (5 – U2.3.5)



### **ERA 3**

**Cause of the American Revolution** - (*Identify the major political, economic, and ideological reasons for the American Revolution.*)

- 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. (5 – U3.1.1)
- Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. (5 – U3.1.2)
- Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed. (5 – U3.1.3)
- Describe the role of the First and Second Continental Congress in unifying the colonies. (5 – U3.1.4)
- Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (5 – U3.1.5)
- 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. (5 – U3.1.6)
- Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. (5 – U3.1.7)
- 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. (5 – U3.1.8)

**The American Revolution and Its Consequences** - (*Explain the multi-faceted nature of the American Revolution and its consequences.*)

- Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (5 – U3.2.1)
- Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. (5 – U3.2.2)
- Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. (5 – U3.2.3)
- Describe the significance of the Treaty of Paris. (5 – U3.2.4)

**Creating a New Government(s) and a New Constitution** - (*Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*)

- Describe the powers of the national government and state governments under the Articles of Confederation. (5 – U3.3.1)
- Give examples of problems the country faced under the Articles of Confederation. (5 – U3.3.2)
- Explain why the Constitutional Convention was convened and why the Constitution was written. (5 – U3.3.3)
- Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. (5 – U3.3.4)
- Give reasons why the Framers wanted to limit the power of government. (5 – U3.3.5)

- Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. (5 – U3.3.6)
- Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (5 – U3.3.7)
- Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. (5 – U3.3.8)

**Identifying and Analyzing Public Issues** - *Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. (5 – P3.1.1)
- Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. (5 – P3.1.2)
- Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. (5 – P3.1.3)

**Persuasive Communication About a Public Issue** - *(Communicate a reasoned position on a public issue.)*

- 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 – P3.3.1)

**Citizen Involvement** - *(Act constructively to further the public good.)*

- Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. (5 – P4.2.1)
- Participate in projects to help or inform others. (5 – P4.2.2)

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Sixth Grade

In sixth grade, instructional time should focus on North America, Central America, the Caribbean, and South America. Further, world history Eras 1,2, and 3 are covered as a foundation for high school world history and geography.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Governmental
4. Economics
5. Public Discourse, Decision Making, and Citizen Involvement

## **HISTORY**

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

### **The World in Temporal Terms: Historical Habits of Mind**

**Temporal Thinking** - *(Use historical conceptual devices to organize and study the past)*

- Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. (6 – H1.1.1)
- Compare and contrast several different calendar systems used in the past and present and their cultural significance (6 – H1.1.2)

**Historical Inquiry and Analysis - (Use historical inquiry and analysis to study the past.)**

- Explain how historians use a variety of sources to explore the past (6 – H1.2.1 )
- 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. (6 – H1.2.2)
- Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. (6 – H1.2.3)
- Compare and evaluate competing historical perspectives about the past based on proof. (6 – H1.2.4)
- Identify the role of the individual in history and the significance of one person’s ideas. (6 – H1.2.5)

**Historical Understanding - (Use historical concepts, patterns, and themes to study the past.)**

- Describe and use cultural institutions to study an era and a region (6 – H1.4.1)
- Describe and use themes of history to study patterns of change and continuity. (6 – H1.4.2)
- Use historical perspective to analyze global issues faced by humans long ago and today. (6 – H1.4.3 )

**ERA 1 – The Beginnings of Human Society**

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**Peopling of the Earth - (Describe the spread of people in the Western Hemisphere in Era 1.)**

- Describe the early migrations of people among Earth’s continents (6 – W1.1.)
- Examine the lives of hunting and gathering people during the earliest eras of human society. (6 – W1.1.2)

**Agricultural Revolution - (Describe the Agricultural Revolution and explain why it is a turning point in history.)**

- Describe the transition from hunter gatherers to sedentary agriculture (6 – W1.2.1)
- Describe the importance of the natural environment in the development of agricultural settlements in different locations (6 – W1.2.2)
- Explain the impact of the Agricultural Revolution (6 – W1.2.3)

**ERA 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples**

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**Early Civilizations and Early Pastoral Societies** - (*Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.*)

- Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere. (6 – W2.1.1)
- Describe how the invention of agriculture led to the emergence of agrarian civilizations. (6 – W2.1.2)
- Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available. (6 – W2.1.3)
- Use evidence to identify defining characteristics of early civilizations and early pastoral nomads. (6 – W2.1.4)

**ERA 3 – Classical Traditions, World Religions, and Major Empires**

*Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment.*

*Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.*

**Classical Traditions and Major Empires in the Western Hemisphere** - (*Describe empires and agrarian civilizations in Mesoamerica and South America.*)

- Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles. (6 – W3.1.1)
- Explain the role of economics in shaping the development of early civilizations. (6 – W3.1.2)
- Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure. (6 – W3.1.3)
- Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires. (6 – W3.1.4)
- Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere . (6 – W3.1.5)

**GEOGRAPHY**

**The World in Spatial Terms: Geographical Habits of Mind**

*Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

**Spatial Thinking** - (*Use maps and other geographic tools to acquire and process information from a spatial perspective.*)

- Describe how geographers use mapping to represent places and natural and human phenomena in the world.(6 – G1.1.1)

- Draw a sketch map from memory of the Western Hemisphere showing the major regions. (6 – G1.1.2)

**Geographical Inquiry and Analysis** - (*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*)

- Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere. (6 – G1.2.1)
- Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology. (6 – G1.2.2)
- Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population. (6 – G1.2.3)
- Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions. (6 – G1.2.4)
- Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions. (6 – G1.2.5)
- Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere. (6 – G1.2.6)

**Geographical Understanding** - (*Use geographic themes, knowledge about processes and concepts to study the Earth.*)

- Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. (6 – G1.3.1)
- Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns. (6 – G1.3.2)
- Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility. (6 – G1.3.3)

### **Places and Regions**

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

**Physical Characteristics of Place** - (*Describe the physical characteristics of places.*)

- Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study. (6 – G2.1.1)
- Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web. (6 – G2.1.2)

**Human Characteristics of Place** - *(Describe the human characteristics of places.)*

- Describe the human characteristics of the region under study (6 – G2.2.1)
- Explain that communities are affected positively or negatively by changes in technology. (6 – G2.2.2)
- Analyze how culture and experience influence people's perception of places and regions. (6 – G2.2.3)

**Physical Systems**

*Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

**Physical Processes** - *(Describe the physical processes that shape the patterns of the Earth's surface.)*

- Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (6 – G3.1.1 )

**Ecosystems** - *(Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.)*

- Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities. (6 – G3.2.1)
- Identify ecosystems and explain why some are more attractive for humans to use than are others. (6 – G3.2.2)

**Human Systems**

*Explain that human activities may be seen on Earth's surface.*

**Cultural Mosaic** - *(Describe the characteristics, distribution and complexity of Earth's cultural mosaic.)*

- Identify and explain examples of cultural diffusion within the Americas. (6 – G4.1.1)

**Technology Patterns and Networks** - *(Describe how technology creates patterns and networks that connect people, products, and ideas.)*

- List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world. (6 – G4.2.1)

**Patterns of Human Settlement** - *(Describe patterns, processes, and functions of human settlement.)*

- Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (6 – G4.3.1)
- Describe patterns of settlement by using historical and modern maps. (6 – G4.3.2)

**Forces of Cooperation and Conflict** - *(Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.)*

- Identify factors that contribute to conflict and cooperation between and among cultural groups (6 – G4.4.1)
- Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999. (6 – G4.4.2)

## **Environment and Society**

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

### **Humans and the Environment** - (*Describe how human actions modify the environment*)

- *Describe the environmental effects of human action on the atmosphere (air), biosphere (6 – G5.1.1)*
- *Describe how variations in technology affect human modifications of the landscape. (6 – G5.1.2)*
- *Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places. (6 – G5.1.3)*

### **Physical and Human Systems** - (*Describe how physical and human systems shape patterns on the Earth's surface.*)

- *Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change. (6– G5.2.1)*

## **Global Issues Past and Present**

*Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.*

## **Global Topic Investigation and Issue Analysis**

*Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.*

- **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
- **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.

## **CIVICS AND GOVERNMENT**

### **Purposes of Government**

*Analyze how people identify, organize, and accomplish the purposes of government.*

### **Nature of Civic Life, Politics, and Government** - (*Describe Civic Life, Politics, and Government and explain their relationships.*)

- *Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship. (6 – C1.1.1)*



## **Structure and Functions of Government**

*Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.*

**Characteristics of Nation-States** - *(Describe the characteristics of nation-states and how they may interact.)*

- Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact. (6 – C3.6.1)
- Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada. (6 – C3.6.2)

## **Relationship of United States to Other Nations And World Affairs**

*Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.*

**Conflict and Cooperation Between and Among Nations** - *(Explain the various ways that nations interact both positively and negatively.)*

- Explain the geopolitical relationships between countries (6 – C4.3.1)
- Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere.
- Give examples of how countries work together for mutual benefits through international organizations. (6 – C4.3.3)

## **ECONOMICS**

### **The Market Economy, National Economy, and International Economy**

**Individual, Business, and Government Choices** - *(Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.)*

- Explain how incentives vary in different economic systems. (6 – E1.1.1)

**Economic Interdependence** - *(Describe patterns and networks of economic interdependence, including trade.)*

- Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence. (6 – E3.1.1)
- Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital. (6 – E3.1.2)
- Explain how communications innovations have affected economic interactions and where and how people work. (6 – E3.1.3)

**Economic Systems** - *(Describe how societies organize to allocate resources to produce and distribute goods and services.)*

- *Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (6 – E3.3.1)*

## **PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT**

### **Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. 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.
  - Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - 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 at the local to global scales.

### **Citizen Involvement - (*Act constructively to further the public good.*)**

- Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (6 – P4.2.1)
- Engage in activities intended to contribute to solving a national or international problem studied. (6 – P4.2.2)
- Participate in projects to help or inform others. (6 – P4.2.3)

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Seventh Grade

In seventh grade, instructional time should focus on Europe, Africa, Asia, and Australia. Further, students will focus on the world history eras as a foundation for world history in high school.

Social Studies concepts are organized into five basic categories:

1. History
2. Geography
3. Civics and Governmental
4. Economics
5. Public Discourse, Decision Making, and Citizen Involvement

## **HISTORY**

### **The World in Temporal Terms: Historical Habits of Mind**

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical*

*arguments and perspectives on which informed decisions in contemporary life can be based.*

**Temporal Thinking** - *(Use historical conceptual devices to organize and study the past.)*

- Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. (7 – H1.1.1)
- Compare and contrast several different calendar systems used in the past and present and their cultural significance. (7 – H1.1.2)

**Historical Inquiry and Analysis -** (*Use historical inquiry and analysis to study the past.*)

- Explain how historians use a variety of sources to explore the past (7 – H1.2.1)
- 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. (7 – H1.2.2)
- Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. (7 – H1.2.3)
- Compare and evaluate competing historical perspectives about the past based on proof. (7 – H1.2.4)
- Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. (7 – H1.2.5)
- Identify the role of the individual in history and the significance of one person’s ideas. (7 – H1.2.6)

**Historical Understanding -** (*Use historical concepts, patterns, and themes to study the past.*)

- Describe and use cultural institutions to study an era and a region (7 – H1.4.1)
- Describe and use themes of history to study patterns of change and continuity. (7 – H1.4.2)
- Use historical perspectives to analyze global issues faced by humans long ago and today. (7 – H1.4.3)

**WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.**

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**Peopling of the Earth -** (*Describe the spread of people in the Eastern Hemisphere in Era 1.*)

- Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. (7 – W1.1.1)
- Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. (7 – W1.1.2)

**Agricultural Revolution -** (*Describe the Agricultural Revolution and explain why it was a turning point in history.*)

- Explain the importance of the natural environment in the development of agricultural settlements in different locations (7 – W1.2.1)
- Explain the impact of the Agricultural Revolution. (7 – W1.2.2)
- Compare and contrast the environmental, economic, and social institutions of two early

civilizations from different world regions. (7 – W1.2.3)

**WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.** *Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**Early Civilizations and Early Pastoral Societies** - (Analyze early Eastern Hemisphere civilizations and pastoral societies.)

- 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 (7 – W2.1.1)
- 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. (7 – W2.1.2)
- Examine early civilizations to describe their common features. (7 – W2.1.3)
- Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another. (7 – W2.1.4)
- Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. (7 – W2.1.5)

**WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.** *Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

**Classical Traditions in Regions of the Eastern Hemisphere** - (Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.)

- Describe the characteristics that classical civilizations share (7 – W3.1.1)
- Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (7 – W3.1.2)
- Compare and contrast the defining characteristics of a city-state, civilization, and empire. (7 – W3.1.3)
- Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (7 – W3.1.4)
- 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. (7 – W3.1.5)
- Use historic and modern maps to locate and describe trade networks among empires in the classical era. (7 – W3.1.6)
- Use a case study to describe how trade integrated cultures and influenced the economy within empires. (7 – W3.1.7)

- Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. (7 – W3.1.8)
- Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. (7 – W3.1.9)
- Create a time line that illustrates the rise and fall of classical empires during the classical period. (7 – W3.1.10)

**Growth and Development of World Religions** - (*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance.*)

- Identify and describe the beliefs of the five major world religions. (7 – W3.2.1)
- Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (7 – W3.2.2)
- Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (7 – W3.2.3)

## **GEOGRAPHY**

### **The World in Spatial Terms: Geographical Habits of Mind**

*Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

**Spatial Thinking** - (*Use maps and other geographic tools to acquire and process information from a spatial perspective.*)

- 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales. (7 – G1.1.1)
- Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major. (7 – G1.1.2)

**Geographical Inquiry and Analysis** - (*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*)

- Locate the major landforms, rivers and climate regions of the Eastern Hemisphere. (7 – G1.2.1)
- Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer. (7 – G1.2.2)
- Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions. (7 – G1.2.3)
- Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population. (7 – G1.2.4)
- Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information

and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions. (7 – G1.2.5)

- Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere. (7 – G1.2.6)

**Geographical Understanding** - (*Use geographic themes, knowledge about processes and concepts to study the Earth.*)

- Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. (7 – G1.3.1)
- Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns. (7 – G1.3.2)
- Explain the different ways in which places are connected. (7 – G1.3.3)

### **Places and Regions**

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

**Physical Characteristics of Place** - (*Describe the physical characteristics of places.*)

- Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study. (7 – G2.1.1 )
- Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere. (7 – G2.1.2)

**Human Characteristics of Place** - (*Describe the human characteristics of places.*)

- Describe the human characteristics of the region under study (7 – G2.2.1)
- Explain that communities are affected positively or negatively by changes in technology. (7 – G2.2.2)
- Analyze how culture and experience influence people’s perception of places and regions. (7 – G2.2.3)

**Physical Systems** *Describe the physical processes that shape the Earth’s surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

**Physical Processes** - (*Describe the physical processes that shape the patterns of the Earth’s surface.*)

- Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (7 – G3.1.1)

**Ecosystems** - (*Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.*)

- Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (7 – G3.2.1)

- Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology. (7 – G3.2.2)

### **Human Systems**

*Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.*

**Cultural Mosaic** - (Describe *the characteristics, distribution and complexity of Earth's cultural mosaic.*)

- Identify and explain examples of cultural diffusion within the Eastern Hemisphere (7 – G4.1.1)
- Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies. (7 – G4.1.2)

**Technology Patterns and Networks** - (Describe *how technology creates patterns and networks that connect people, products and ideas.*)

- List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world. (7 – G4.2.1)

**Patterns of Human Settlement** - (Describe *patterns, processes and functions of human settlement.*)

- Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (7 – G4.3.1 )
- Describe patterns of settlement by using historical and modern maps. (7 – G4.3.2)

**Forces of Cooperation and Conflict** - (Explain *how forces of conflict and cooperation among people influence the division and control of the Earth's surface.*)

- Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (7 – G4.4.1 )
- Describe examples of cooperation and conflict within the European Union. (7 – G4.4.2)

### **Environment and Society**

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

**Humans and the Environment** - (Describe *how human actions modify the environment.*)

- Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (7 – G5.1.1)
- Describe how variations in technology affect human modifications of the landscape. (7 – G5.1.2)
- Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places. (7 – G5.1.3)



**Physical and Human Systems** - *(Describe how physical and human systems shape patterns on the Earth's surface.)*

- Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change. (7 – G5.2.1)

**Global Issues Past and Present (H1.4.3, G1.2.6)**

*Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.*

**Global Topic Investigation and Issue Analysis**

*Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.*

- **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
- **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.

**CIVICS AND GOVERNMENT**

**Purposes of Government** - *(Analyze how people identify, organize, and accomplish the purposes of government)*

- Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments. (7 – C1.1.1)

**Structure and Functions of Government**

*Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.*

**Characteristics of Nation-States** - *(Describe the characteristics of nation-states and how nation-states may interact.)*

- Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact. (7 – C3.6.1)

## **Relationship of United States to Other Nations and World Affairs**

*Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.*

## **Conflict and Cooperation Between and Among Nations - (Explain the various ways that nations interact both positively and negatively.)**

- Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (7 – C4.3.1)
- Explain the challenges to governments and the cooperation needed to address international issues. (7 – C4.3.2)
- Explain why governments belong to different types of international and regional organizations. (7 – C4.3.3)

## **ECONOMICS**

### **The Market Economy**

*Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.*

### **Individual, Business, and Government Choices - (Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.)**

- Explain the role of incentives in different economic systems (7 – E1.1.1 )
- Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service. (7 – E1.1.2)

### **The National Economy**

*Use economic concepts, terminology, and data to identify and describe how a national economy functions.*

*They study the role of government as a provider of goods and services within a national economy.*

### **Role of Government - (Describe how national governments make decisions that affect the national economy.)**

- Explain how national governments make decisions that impact both that country and other countries that use its resources. (7 – E2.3.1)

### **International Economy**

*Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.*

**Economic Interdependence** - (*Describe patterns and networks of economic interdependence, including trade.*)

- Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (7 – E3.1.1)
- Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital. (7 – E3.1.2)
- Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period. (7 – E3.1.3)
- Explain how communications innovations have affected economic interactions and where and how people work. (7 – E3.1.4)

**Economic Systems** - (*Describe how societies organize to allocate resources to produce and distribute goods and services.*)

- Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (7 – E3.3.1)

**Public Discourse, Decision Making, and Citizen Involvement**

**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. 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.
  - Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - 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 at the local to global scales. (7 – P3.1.1)

**Citizen Involvement** - (*Act constructively to further the public good.*)

- Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (7 – P4.2.1)
- Engage in activities intended to contribute to solving a national or international problem studied. (7 – P4.2.2)
- Participate in projects to help or inform others. (7 – P4.2.3)

St. Thomas Aquinas Parish School  
Social Studies Curriculum  
Eighth Grade

In eighth grade, instructional time should focus on the progression of the United States from the time of creating our new government after the American Revolution to the development of an industrial, urban, and global United States in the last half of the 19<sup>th</sup> century.

Social Studies concepts are organized into four basic categories:

1. ERA 4 – Expansion and Reform (1792-1861)
2. ERA 5 – Civil War and Reconstruction (1850-1877)
3. ERA 6 – The Development of an Industrial, Urban, and Global United States (1870-1898)
4. Public Discourse, decision making, and citizen involvement

## **Foundations in United States History and Geography ERA 1-3**

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

### **Political and Intellectual Transformations**

Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- colonial ideas about government
- experiences with self-government
- changing interactions with the royal government of Great Britain after the French and Indian War

Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:

- colonists' views of government
- their reasons for separating from Great Britain.

Describe the consequences of the American Revolution by analyzing the:

- birth of an independent republican government
- creation of Articles of Confederation
- changing views on freedom and equality
- and concerns over distribution of power within governments, between government and the governed, and among people

### **ERA 3 – Revolution and a New Nation**

**Creating New Government(s) and a New Constitutional** - (Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.)

- Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (8 – U3.3.1)
- Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (8 – U3.3.2)

- 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. (8 – U3.3.3)
- Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. (8 – U3.3.4)
- Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (8 – U3.3.5)
- 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. (8 – U3.3.6)
- Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe 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. (8 – U3.3.7)

#### **ERA 4 – Expansion and Reform (1792-1861)**

**Challenges to an Emerging Nation** - (Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.)

- 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. (8 – U4.1.1)
- Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (8 – U4.1.2)
- 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), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
  - relative power of the national government and of the executive branch.
  - foreign relations
  - economic policy (8 – U4.1.3)
- 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) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCullough v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). (8 – U4.1.4)

**Regional and Economical Growth** - (Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.)

- **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 (E1.1)
  - the labor force including labor incentives and changes in labor forces (E1.2)
  - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
  - immigration and the growth of nativism
  - race relations
  - class relations (8 – U4.2.1)
- **The Institution of Slavery** – Explain the ideology of the institution of slavery, its policies, and consequences. (8 – U4.2.2)
- **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, and the idea of Manifest Destiny. (8 – U4.2.3)
- **Consequences of Expansion** – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (8 – U4.2.4)

### **Reform Movements** - (*Analyze the growth of antebellum American reform movements.*)

- Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (8 – U4.3.1)
- Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (8 – U4.3.2)
- 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. (8 – U4.3.3)
- Analyze the goals and effects of the antebellum temperance movement. (8 – U4.3.4)
- Evaluate the role of religion in shaping antebellum reform movements. (8 – U4.3.5)

### **ERA 5 Civil War and Reconstruction (1850-1877)**

#### **The Coming of the Civil War** - (*Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.*)

- Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (8 – U5.1.1)
- Describe the role of the Northwest Ordinance and its effect on the banning of slavery. (8 – U5.1.2)
- Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (8 – U5.1.3)
- Describe how the following increased sectional tensions
  - the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)

- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)
- changes in the party system (8 – U5.1.4)
- Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (8 – U5.1.5)
- Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (8 – U5.1.6)

**Civil War** - (Evaluate the multiple causes, key events, and complex consequences of the Civil War.)

- Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (8 – U5.2.1)
- Make an argument to explain the reasons why the North won the Civil War by considering the
  - critical events and battles in the war
  - the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological (8 – U5.2.2)
- Examine Abraham Lincoln’s presidency with respect to
  - his military and political leadership
  - the evolution of his emancipation policy (including the Emancipation Proclamation)
  - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence. (8 – U5.2.3)
- Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples. (8 – U5.2.4)
- Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (8 – U5.2.5)

**Reconstruction** - (Using evidence, develop an argument regarding the character and consequences of Reconstruction.)

- Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. (8 – U5.3.1)
- Describe the early responses to the end of the Civil War by describing the
  - policies of the Freedmen’s Bureau (E2.2)
  - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (8 – U5.3.2)
- Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (8 – U5.3.3)
- Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. (8 – U5.3.4)



- Explain the decision to remove Union troops in 1877 and describe its impact on Americans. (8 – U5.3.5)

## **ERA 6 – The Development of an Industrial, Urban, and Global United States (1870-1930)**

**America in the Last Half of the 19<sup>th</sup> Century** - (Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19<sup>th</sup> Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.)

- America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:
  - territory, including the size of the United States and land use
  - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
  - systems of transportation and their impact on the economy and society.
  - governmental policies promoting economic development
  - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
  - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans
  - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (8 – U6.1.1)

**Investigation Topics and Issue Analysis** - (Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.)

- United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (8 – U6.2.1)

## **Public Discourse, Decision Making, and Citizen Involvement**

### **Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- Identify, research, analyze, discuss, and defend a position on a national public policy issue.
  - Identify a national public policy issue.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to trace the origins of the 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 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 (8 – P3.1.1)

**Citizen Involvement** - (Act constructively to further the public good.)

- Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. (8 – P4.2.1)
- Engage in activities intended to contribute to solving a national or international problem studied.(8 – P4.2.2)
- Participate in projects to help or inform others (8 – P4.2.3 ).