



Catholic Schools

DIOCESE of DALLAS

Office of Catholic Schools

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Dallas, TX 75219

csodallas.org

Social Studies Curriculum Standards Diocese of Dallas

Adapted with permission from the Archdiocese of Hartford, CT



August 2011

Dear Catholic School Educators:

Peace and Joy!

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

You, the educators, must address academic standards through traditional and innovative methods, infused with an appreciation of Catholic doctrine, Catholic social teachings, and moral development. The social studies curriculum standards affirm that:

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

We are grateful to the Archdiocese of Hartford, CT under the direction of Mrs. Valerie Mara, Director of Curriculum Design, and her committee for their energy, creativity, and dedication to this document and for their willingness to allow us to implement these standards and adjust them to meet the needs of our schools in the Diocese of Dallas.. Please embrace this initiative as an opportunity to provide quality Catholic education; and to be an integral part of the effort to promote the success of all Diocesan school students to excel in social studies.

God bless you in your ministry of Catholic education.

Peace in Christ, Jesus,

Sister Dawn Achs, SSND
Associate Superintendent of Catholic Schools

Special Thanks

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2007-2008: Special thanks to Mary Beth Applegate, Technology Integration Coordinator, Holy Trinity School, Wallingford, for her input on technology integration.

Valerie Mara
Director of Curriculum Design

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Social Studies Standards Diocese of Dallas Rationale/ Philosophy

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

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

As technology makes the world smaller and smaller, it is increasingly more important that students become aware of other cultures, economic and political systems and the historical developments that have molded these various cultures and systems. Through the study of social studies, students should come to a greater Catholic understanding of individual and group development, power and authority, rights and responsibilities, along with civic ideals and practices. They should also develop a keen awareness of the factors that influence economic and political decision making in their lives and in the world as a whole.

The standards for social studies for the Diocese of Dallas have four main strands - History, Geography, Civics and Economics. These four stands include all of the content strands from the social studies curriculum frame work from the Connecticut State Department of Education and the National Council for Social Studies. DIOCESAN STANDARDS/GOALS with learning outcomes for each grade are identified for each of the four standards.

An integral part in the study of social studies should include the component of Catholic social teaching. Students should be aware of:

- The life and dignity of the human person
- The rights and responsibilities of the human person
- The call to family, community and participation
- The dignity of work and the rights of workers
- Options for the poor and vulnerable
- Solidarity – that all people are one human family

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

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

Students Who Are Multi-culturally Literate:

Value Diversity

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

Exhibit an Informed Sensitivity

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

Actively Engage with/in Other Cultures

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

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

Students who are Globally Aware:

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

Civics Standards

The social studies program in grades one through twelve should provide for the study of civics, so that the student can:

- a.** Work independently and cooperatively to accomplish DIOCESAN STANDARDS/GOALS (Grades 1 – 12);
- b.** Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member (Grades 1-3);
- c.** Identify examples of institutions and describe the interactions of people with institutions (Grades 1 – 12);
- d.** Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts (Grades 1 – 12);
- e.** Identify and describe examples of tension between an individuals' beliefs and government policies and laws (Grades 5-12);
- f.** Show how groups and institutions work to meet individual's needs and promote the common good, and identify examples of where they fail to do so (Grade 5 - 12);
- g.** Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class (Grades 1-6);
- h.** Explain the purpose of government (Grades 1-12);
- i.** Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security (Grades 1 – 12);
- j.** Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president (Grades 1-5);
- k.** Identify and describe factors that contribute to cooperation or cause disputes within and among groups and nations (Grades 4-12);
- l.** Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice (Grades 1-12);

- m.** Identify examples of laws and policies that govern technological applications, such as the Endangered Species Act and Environmental Protection policies (Grades 5, 7-12);
- n.** Suggest ways to monitor technology in order to protect the physical environment, individual rights and the common good (Grades 5-12);
- o.** Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; and discuss their application in specific situations (Grades 3-12);
- p.** Identify examples of rights and responsibilities of citizens (Grades 1-12);
- q.** Locate, access, organize and apply information regarding an issue of public concern from multiple point of views (Grades 5-12);
- r.** Identify and practice selected forms of civic discussion and participate consistently with the ideals of citizens in a democratic republic (Grades 3-5, 7-12);
- s.** Explain actions citizens can take to influence public policy decisions (Grades 1-12);
- t.** Recognize that a variety of formal and informal factors influence and shape public policy (Grades 4 -12);
- u.** Examine the influence of public opinion on personal decision-making and government policy on public issues (Grades 5-12);
- v.** Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government (Grades 5-12);
- w.** Describe how public policies are used to address issues of public concern (Grades 5-12);
- x.** Recognize and interpret how the "common good" can be strengthened through various forms of citizen action (Grades 1-12).

Economics Standards

The social studies program in grades one through twelve should provide for the study of civics, so that the students can:

- a. Give examples that show how scarcity and choice govern economic decisions (Grades 4, 5, 9-12);
- b. Distinguish between needs and wants (Grades 1-6);
- c. Identify examples of private and public goods and services (Grades 4 -12);
- d. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses and large corporations (Grades 3 -12);
- e. Describe how society depends upon workers with specialized jobs, and the ways in which they contribute to the production and exchange of goods and services (Grades 4 -12);
- f. Describe the influence of incentives, values, traditions, and habits on economic decisions (Grades 2-12);
- g. Explain and demonstrate the role of money in everyday life (Grades 1-12);
- h. Describe the relationship of price to supply and demand (Grade 3 -12);
- i. Use economic concepts such as supply, demand, and price to help explain events in the community and nation (Grades 3 - 12);
- j. Apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill (Grades 4, 9-12);
- k. Identify and describe examples in which technology has changed the lives of people, such as in homemaking, childcare, work, transportation and communication (Grades 3 -12).

Geography Standards

The social studies program in grades one through twelve should provide for the study of geography, so that the student can:

- a. Explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns (Grades 1-12);
- b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference (Grades 3-12);
- c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture (Grades 1, 4, 6, 7, 8, 9-12);
- d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions (Grades 1-12);
- e. Give examples and describe the importance of cultural unity and diversity within and across groups (Grades 1-12);
- f. Construct and use mental maps of locales, regions, and the world that demonstrate the understanding of relative location, direction, size and shape (Grades 1-12);
- g. Interpret, use and distinguish various representations of the earth, such as maps, globes and photographs (Grades 1-12);
- h. Use appropriate resources, data sources and geographic tools such as atlases, databases, grid systems, charts, graphs and maps to generate, manipulate and interpret information (Grades 1-12);
- i. Estimate distance and calculate scale (Grades 1,3,5 -12);
- j. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands and oceans (Grades 1-8);
- k. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle (Grades 1-12);
- l. Describe how people create places that reflect ideas, personality, culture and wants and needs, as they design homes, playgrounds, classrooms etc. (Grades 1-12);

- m.** Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions (Grades 1-12);
- n.** Explore the ways that the earth's physical features have changed over time, in the local region and beyond and how these changes may be connected to one another (Grades 1-12);
- o.** Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms and drought (Grades 1,3 -12);
- p.** Consider existing uses and propose and evaluate alternative uses of resources and land in the home, school, community, region and beyond (Grades 1-12);
- q.** Describe personal connections to place – especially place as associated with immediate surroundings (Grades 1-12);
- r.** Describe the unique features of one's nuclear and extended families (Grades 1-2);
- s.** Show how learning and physical development affect behavior (Grade 4, 9-12);
- t.** Identify and describe ways family, groups and community influence the individual's daily life and personal choices (Grades 1,2,3);
- u.** Give examples of how government does or does not provide needs and wants for the people, establish order and security, and manage conflict (Grades 4,5, 7-12);
- v.** Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations (Grades 5-12);
- w.** Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses (Grades 1 - 12);
- x.** Describe instances in which changes in values, beliefs and attitudes have resulted from new technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment (Grades 4, 5, 6, 7-12);
- y.** Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding (Grade 6, 9-12);

- z.** Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations (Grades 4-12);
- aa.** Examine the effects of changing technologies in the global community (Grades 3-12);
- bb.** Explore causes, consequences, and possible solutions to persistent, contemporary and emerging global issues, such as pollution and endangered species (Grades 4, 5, 7-12);
- cc.** Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use and environmental protection; (Grades 4, 5, 7-12);
- dd.** Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups and effects of war (Grades 4 -12).

History Standards

The social studies program in grades one through twelve should provide for the study of history, so that the student can:

- a. Demonstrate an understanding that all people may describe the same event or situation in diverse ways, citing reasons for the difference in views (Grades 1-12);
- b. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change and recognize examples of cause and effect relationship (Grades 1-12);
- c. Compare and contrast different stories or accounts about past events people, places, or situations, identifying how they contribute to understanding of the past (Grades 1-12);
- d. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others (Grades 1-12);
- e. Demonstrate an understanding that people in different times and places view the world differently (Grades 1-12);
- f. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues (Grades 3,4,5,6);
- g. Analyze a particular event and identify reasons why individuals might respond to it in different ways (Grades 3-12);
- h. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, regarding people, events and elements of culture (Grade 5 - 12);
- i. Identify and describe examples or tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts (Grades 5-12)
- j. Identify and describe examples of tension between an individual's beliefs and government policies and laws (Grades 5 - 12);
- k. Identify how groups and institutions work to meet individual needs and promote the common good; and identify examples of where they fail to do so (Grades 5, 7-12);

- l.** Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations (Grades 5,6, 7-12);

- m.** Identify and describe examples in which technology has changed the lives of people, such as in homemaking, childcare, work, transportation, and communication; (Grades 2 - 12)



Catholic Schools
DIOCESE of DALLAS

Graduation Outcomes

- ✚ Students will live according to the Catholic social teachings of the Church.
- ✚ Students will use effective communication skills.
- ✚ Students will read, think, and listen critically.
- ✚ Students will be culturally inclusive and demonstrate a global awareness.
- ✚ Students will engage in lifelong learning.
- ✚ Students will solve problems effectively and justly.
- ✚ Students will use technology for the betterment of society.
- ✚ Students will develop an appreciation for the beauty in the world around them through the fine arts.

How to Use This Document

The *Social Studies Curriculum Standards* is designed to assist the teacher in the important work of helping young people become productive moral citizens able to make informed and reasoned decisions for the public good. The information in this document is based on the National Council for the Social Studies publication, *Expectations of Excellence – Curriculum Standards for Social Studies*. Although that document lists ten areas of social studies, we have combined them in grades 1-6 into four distinct strands: Civics, Economics, Geography and History. The committee relied heavily on the language and concepts of the State of Connecticut's Social Studies Framework, especially in the secondary section of these curriculum standards. The document contains all of the standards identified by the National Council for the Social Studies, and within them, you will find ample expression of the uniqueness of Catholic education.

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

The overall DIOCESAN STANDARDS/GOALS listed at the beginning of each strand are restatements of the National Council for the Social Studies', *Curriculum Standards for Social Studies*. **Student objectives** that follow are bold-faced and lettered; **enabling outcomes** are numbered after the student learning objectives. **Student objectives** are directly aligned with Diocesan Standards/Goals. They outline the primary tasks students should be able to perform as a result of instruction of all the numbered activities in the sub-skills listed under enabling outcomes. **Enabling outcomes** are skills taught that will result in mastery of the student objective. Teachers are encouraged to check outcomes as they are taught or assessed as this will drive instruction. In addition, teachers are encouraged to develop outcomes that will best enable students to achieve a measure of mastery of the student objectives. Differentiating instruction plays a paramount role in this determination and in planning *daily learning objectives*.

To the right of the student objectives and enabling outcomes is a column entitled **Assessment/Content Notes** designed for teacher annotations. Teachers are strongly encouraged to make use of this space to record text correlations, relative ease or difficulty of the lesson, connections to other strands or other subject areas, integration of technology, assessment notes, areas of relative strength or weakness based on standardized test information, or comments for the following year. Teachers are encouraged to check outcomes as they are taught or assessed as well, as this will drive instruction.

Each grade level curriculum represents a *minimum instructional plan* for the year. It is essential that each social studies teacher become familiar with the objectives for the preceding as well as the following grade, and has a good overall picture of the sequence of instruction throughout the twelve grades. As schools meet in their **professional learning communities**, conversations should be had regarding the use the standards, the Assessment/Content Notes recorded, testing data including formative data, summative data, and standardized test data, to effectively and efficiently inform instructional planning to meet the needs of each student.

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

Careful attention should be paid to the **Assessment** section of the document. Assessment is a key element of any curriculum whether used as an instructional tool or as a measurement of learning. Assessment for learning (formative assessment) is a powerful strategy for improving instruction and student achievement. "Assessment for learning...is about obtaining feedback on the teaching and learning and using that feedback to further shape the instructional process and improve learning." (Fullan, 2006) Good teachers learn which assessment tools best fit the learning outcomes addressed and ensure that a variety of summative assessments are used (performance-based, independent, criterion based) to determine an accurate indication of student achievement.

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

Writing

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

Resources

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

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

A copy of the suggested reading list is available on the Diocesan website under Curriculum Resources. Teachers should add their own favorites as well as the Caldecott, Newbury, Coretta Scott King, Nutmeg and other book award winners to this list each year.

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

Technology Integration

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

Cross Curricular Links

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

Resources

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

Assessment

Please pay careful attention to the *Assessment* section of the document. Assessment is a key element of any curriculum, whether used as an instructional tool or as a measurement of learning. Good teachers learn which assessment tools best fit the learning outcomes addressed and provide ample and diverse opportunities for students to demonstrate what they know.

Writing

We cannot emphasize enough the importance of writing as part of every curriculum area. Every day in every social studies classroom, students should be writing – individually, in small or whole-class groups, in journals, through emails and other internet connections, on electronic devices. They should be writing opinions, reactions, summaries, reports, poems, and prayers related to history, geography, civics, and economics. Just as it is impossible to imagine a school day without reading, it should be equally impossible to envision a school day without writing.

Critical Thinking and Inquiry

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

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

Cross Curricular Links

At the conclusion of each grade level, you will find a section entitled "Suggested Cross Curricular and Catholic Social Teaching Links." This section is designed to help you link instruction in social studies to other areas of the curriculum and, more importantly, to the living out of faith as expressed in Catholic social teachings. Again, we have included some suggestions, but this part of the document must also be annotated by you. The connection of social studies to life outside of school is so real, it is an excellent vehicle for making Jesus' Gospel message of peace and justice live and breathe and have its being in our schools, parishes and towns.

ASSESSMENT

Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives to educate and form the whole person. Through an integrated system of standards and of multiple forms of evaluation, assessment measures:

- *beliefs, attitudes and behaviors, which are expressions of our Catholic identity;*
- *content knowledge*
- *student achievement (individual and group) ; and the*
- *learning and teaching environment*

(NCEA'S Statement on Accountability and Assessment in Catholic Education)

Assessments of students should match the learning outcome or goal. In all classrooms, a variety of assessments, both objective and subjective, should be used to enhance learning and measure progress. Assessments are both instructional tools for students while they are learning and accountability tools to determine if learning has occurred. These assessments should include, but are not limited to:

Summative assessments are *MILEPOSTS* while formative assessments are *CHECKPOINTS*.

Milepost/Summative assessments are designed initially by a teacher for each course and reflects where you want your students to be at end of unit. It is a measure OF learning designed to determine degree of mastery of each student...it judges the success of the process/product at the end.

Checkpoint/Formative assessments are designed to prepare students for the milepost assessment; they direct instruction and ensure students have the appropriate practice opportunities before the summative assessment. They are stops along the way. Results are used to direct instruction and/or to plan corrective activities.

	FORMATIVE	SUMMATIVE
PURPOSE	To monitor and guide process/product while still in progress	To judge the success of process/product at the end (however arbitrarily defined)
TIME OF ASSESSMENT	During the process or development of the product	At the end of the process or when the product is completed
TYPES OF ASSESSMENT	Informal observation, quizzes, homework, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions
USE OF ASSESSMENT INFORMATION	To improve or change a process/product while it is still going on or being developed	Judge the quality of a process/product; grade, rank, promote

FORMS OF ASSESSMENT:

**Criterion Referenced (CRA):
(Paper/Pencil Tests/Quizzes)**

- Multiple Choice
- Matching Items
- Completion Items
- Short Answer
- Essay Style
- Visual Representation
- Standardized Tests (*ITBS/CogAT –Grades 2-7*)
- Teacher/text created tests (Written or oral)
- Fluency tests
- Teacher or text generated check lists of skills

Performance Assessment (PA):

Student formal and informal presentations **across the curriculum using rubrics, checklists, rating scales, anecdotal records:**

- Recitations, reading, retellings, speeches, debates, discussions, video or audio performances
- Written work across the curriculum
- Cooperative group work (students are assessed individually, never as a group)
- Story, play, poem, paragraph(s), essay, research paper
- Spelling bees
- Poetry recitals
- Oratorical Competitions
- Classroom performance/demonstration (live or taped)
- Parent/Teacher/Student conferences
- Presentations (live or taped)
- Oral, dance, visual (photos or video)
- Seminars
- Projects
- Anecdotal records
- Application of Standard English in daily written and oral work across the curriculum (*including notebooks, journals, blogs, responses to questions*)
- Teacher observation of student activities across the curriculum
- Oral reading
- Informal and formal inventories
- Daily work
- Student spelling in written work
- Notebook checks
- Running records
- Application of skills across the curriculum
- *Portfolios

***All schools are required keep portfolios of student writing.** Each year there should be a minimum of two pieces of original writing included in the portfolio. The writing may be from any area of curriculum (religion, math, social studies, science, etc.), but **must be accompanied by the rubric used to evaluate the writing.**

Independent (IA):

- Teacher observation
- Teacher-student conference
- Student self-correction and reflection on learning and performance
- Student self-assessment of goals
- On-line programs that allow students to self-assess
- Instructional questions
- Questionnaires
- Response Journals
- Learning Logs
- Oral tests/exams

STANDARD-BASED LESSON PLANS:

Loyola Chicago Model for Elementary and Middle School Lesson Planner

Teacher: _____ Grade: _____ Week of: _____
 Subject: _____ Standard: _____ Est. Timeframe: _____

Date:	Date:	Date:	Date:	Date:
Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)
Evidence: (S or F)	Evidence: (S or F)	Evidence: (S or F)	Evidence: (S or F)	Evidence: (S or F)
Activities: (Enabling Outcomes)	Activities: (Enabling Outcomes)	Activities: (Enabling Outcomes)	Activities: (Enabling Outcomes)	Activities: (Enabling Outcomes)
Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:
Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:
CST link:	CST link:	CST link:	CST link:	CST link:

The following template was created by Judy Garneau from St. Mary Magdalene School, Oakville, CT.

	Objective / Enabling Outcomes	Assessment/Evidence
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Monday	Objective: Plan: Homework:	<u>Summative</u> CRA PA IA	<u>Formative</u>
Tuesday	Objective: Plan: Homework:	<u>Summative</u> CRA PA IA	<u>Formative</u>
Wednesday	Objective: Plan: Homework:	<u>Summative</u> CRA PA IA	<u>Formative</u>
Thursday	Objective: Plan: Homework:	<u>Summative</u> CRA PA IA	<u>Formative</u>
Friday	Objective: Plan: Homework:	<u>Summative</u> CRA PA IA	<u>Formative</u>

Resources	Standard #	Strand/Pg. #
Technology/Media/Internet: Textbook: Other:		
Technology/Media/Internet: Textbook: Other:		
Technology/Media/Internet: Textbook: Other:		
Technology/Media/Internet: Textbook: Other:		
Technology/Media/Internet: Textbook: Other:		

GRADE ONE CIVICS

DIOCESAN STANDARDS/GOALS

Through the study of local civic, home, parish and school communities the student will:

- I. Understand the importance of respecting others
- II. Understand the reason for rules
- III. Understand good citizenship: treating people as equals, taking responsibility for own actions
- IV. Understand the rights, freedoms, and responsibilities of citizens
- V. Understand the election process
- VI. Develop respect for self and others
- VII. Understand the purpose of government
- VIII. Understand the structure of government
- IX. Understand the functions and types of government
- X. Understand social groups and institutions
- XI. Recognize the interdependency of people
- XII. Appreciate that each region of the world produces its own culture
- XIII. Demonstrate respect for all people

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To recognize the importance of rules, obey rules, and behave in ways that reflect respect for self and others.	
ENABLING OUTCOMES	
The student will: <ol style="list-style-type: none"> 1. Explain why and how people make rules and laws of home, school, parish, and community 2. Explain why it is important to obey those rules 3. Tell why it is important to respect others 4. Practice courteous behavior 5. Obey safety rules: crossing street, fire drills, emergency/lock down, bus safety, cafeteria safety 	
B. To explain what it means to be a citizen of the United	

States and recognize and respect patriotic symbols.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Name a right of a citizen 2. Name responsibilities of citizens 3. Recognize symbols that honor and foster patriotism in the United States including, but not limited to: <ol style="list-style-type: none"> a. American flag b. Bald eagle c. Washington Monument, d. Statue of Liberty e. White House f. Liberty Bell 4. Recite the Pledge of Allegiance 5. Practice flag etiquette 	
C. To identify basic functions of government and local and national leaders.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain what an election is 1. Recognize some government leaders throughout history (Washington, Franklin, Lincoln) 2. Name the governor of Connecticut and the President of the United States 3. Describe the work of a Mayor, Governor and the President 	
D. To recognize that their communities are made up of many different cultures and that people depend on one another.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Name some of the different cultures that make up the local community 2. Identify ways people depend on one another 	

RESOURCES

- TE of the Social Studies program used in the school (Check publisher websites and Teacher Resource material for additional materials)
- Children's Literature like The Saturday Escape by Daniel J. Mahoney
- Children's magazines like Weekly Reader
- Publishers Websites
 - www.eduplace.com
 - www.harcourtschool.com
 - www.mhschool.com
 - www.scholastic.com
 - www.scottforesman.com

GRADE ONE ECONOMICS

DIOCESAN STANDARDS/GOALS

Through the study of local civic, home, parish, and school communities the student will:

- I. Understand resources
- II. Understand markets and price (buying and selling)
- III. Understand economic patterns and systems (money)

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe resources, how and why people buy and sell, and the function of money.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define and distinguish between goods and services and needs and wants 2. Give examples of goods and services at school 3. Define buy, trade and save 4. Compare bartering to using money 5. List reasons to save money (i.e., to make future purchases) 6. Use a chart to compare prices of a particular good or service 	

RESOURCES

Books such as:

- Stone Soup (retold by a variety of authors)
- Play money
- Classroom store
- Computer software
- Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE ONE GEOGRAPHY

DIOCESAN STANDARDS/GOALS
<p>Through the study of local civic, home, parish, and school communities the student will:</p> <ol style="list-style-type: none"> I. Understand the concept of location II. Understand the concept of place III. Understand human-environment interactions IV. Understand the concept of movement V. Understand the concept of region

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe location, place, and the region in which they live.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify size; use the terms big and small appropriately 2. Identify distance using near and far 3. Know where they live and study 4. Use words associated with direction: up/down, over/under, here/there, front/back, left/right, near/far 	
B. To identify geographic features of the world.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Locate the seven continents and four oceans 2. Compare and contrast land and water (chart, table, etc.) 3. Locate the U.S.A. and Connecticut on a map or globe 	
C. To describe how human beings take care of their environment.	

<p>The student will:</p> <ol style="list-style-type: none"> 1. List simple ways in which human beings have changed their environment 2. Identify natural resources people use in their everyday lives 3. List ways in which human beings should care for their environment 	
<p>D. To describe how weather affects humans.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe characteristics of weather 2. Explain how seasons and weather affect how people live 	
<p>E. To visualize, create, read and interpret simple maps.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Trace a simple route 2. Compare and contrast cities and suburbs (charts, tables, etc.) 3. Recognize that maps, globes and models represent real places 4. Construct simple maps 5. Identify cardinal directions 6. Recognize map symbols 	
<p>F. To recognize that different cultures live, celebrate, and interact with one another in different ways.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the roles of family members 2. Name things children learn from their families 3. Describe family celebrations 4. Compare and contrast one culture from another region of the world with USA (holiday, birthday or other celebrations from around the world) (chart, table, essay, etc.) 	
<p>RESOURCES</p>	
<ul style="list-style-type: none"> ○ Maps, atlases, geographical software ○ Books, songs, poems, etc. that celebrate different world regions and cultures ○ <u>Weekly Reader</u> ○ <u>Scholastic</u> ○ <u>Find the Prize</u> by Catherine Podogil 	<ul style="list-style-type: none"> ○ Publishers Websites www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com

GRADE ONE HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of local civic, home, parish, and school communities the student will:

- I. Understand the concepts of time and chronology
- II. Distinguish between the past and the present
- III. Understand human influence in shaping communities, states and nations
- IV. Understand the origin and significance of customs, holidays, celebrations, and landmarks in the community
- V. Understand how human needs, ideas, issues and events influence past and present
- VI. Understand that the past influences the present
- VII. Compare and contrast the past and the present

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To develop a sense of human history.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Use the terms past, present, and future and appropriately apply them to their experiences in oral and written expression 2. Explain how one learns about the past (Primary sources-both physical and Internet) 3. Identify American Indian groups 4. Describe a contribution to modern culture made by Native Americans 5. Identify significant local celebrations (festivals, fairs parades) and landmarks (town halls, parks, etc.) 	

RESOURCES

Books such as:

- The River by Debby Atwell
- Transportation Then and Now by Robin Nelson

Publishers Websites: www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

STRATEGIES-Grade One

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Uses words associated with social studies concepts in a variety of situation: <ul style="list-style-type: none"> Geography- North, south, east, west History- Past, present, future Economics- Savings, goods Civics- Laws, rules <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Allows students to create classroom rules for the common good • Keeps a bank (rice bowl) in the classroom for collecting money for charity <p>Other:</p> <hr/> <hr/> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work together to create simple maps • Dramatize lives of famous Americans or historical events • Create murals of historical event • Plan a thanksgiving meal <p>Other:</p> <hr/> <hr/> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Talk with parents and grandparents about family history

**Suggested Cross Curricular and Catholic Social Teaching Links
Grade One**

- 🏠 First graders celebrate multicultural and religious holidays and learn to celebrate diversity and respect the inherent dignity of the human person. (Religion, Civics)

- 🏠 Students learn about the life of Jesus and develop a sense of sequence. (Religion, History)

Notes:

Text/Resources:

GRADE TWO CIVICS

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States (local, state, and national) the student will:

- I. Understand good citizenship:
- II. Appreciation of rights and responsibilities of individuals within the classroom, the
 - i. community, the nation
- III. Understand democratic principles (Equality of human rights; understanding of the responsibilities and freedoms of a democracy)
- IV. Understand social groups and institutions:
- V. Appreciate the family as the basic social unit
- VI. Appreciate the United States of America as a land of diversity
- VII. Appreciate the value of tolerance, cooperation and working together
- VIII. Recognize the ways different groups celebrate their heritage
- IX. Understand the history of the local community
- X. Understand the purpose of government
- XI. Understand the structure of government (mayor, first selectman, governor, president, vice president)
- XII. Understand the functions of types of government (city, state, national)
- XIII. Understand the rights, freedoms and responsibilities of citizens
- XIV. Understand the difference between cities and towns
- XV. Understand the United States as a world power

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To recognize the importance of rules. They will obey rules and behave in ways that reflect respect for self, others and the principles of good citizenship.	
ENABLING OUTCOMES	
The student will: <ol style="list-style-type: none"> 1. Explain why rules are important 2. List consequences of violating rules 3. Describe how working out problems with others is good 	

<p>citizenship</p> <ol style="list-style-type: none"> 4. Give examples of what it means to be a good citizen 5. List rights and responsibilities of individuals within the classroom 6. Identify key figures in early American history 7. Explain the importance of elections and when they take place 	
<p>B. To begin to examine the structure of social groups and institutions.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List members of their family 2. Explain why the family is the basic social unit 3. Identify family customs 4. Identify groups most people belong to 5. Describe the role of a leader in a group 	
<p>C. To recognize the diversity of American culture.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe contributions of various cultures to American life 2. Find evidence of other cultures in literature and art 3. List ways to show tolerance and respect for other cultures and their celebrations 	
<p>D. To describe the structure and functions of local and national government.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Summarize important local historical events 2. Identify the levels of government under which Americans live 3. List purpose, structure and functions of government 4. Describe what taxes are and their purpose 5. List government services 6. Identify the characteristics of a good community leader 7. Identify the duties of community leaders 8. Explain why governments make laws 9. Describe how judges, police and others help with laws 10. Explain in simple terms the origin and purpose of the Constitution 11. List some of the basic American principles 12. Describe in simple terms the three divisions of U.S. government 13. Explain the importance of American symbols and landmarks 	

14. Explain the difference between a right and a responsibility 15. Explain why citizens should carry out their responsibilities	
E. To describe the difference between and among cities, towns and suburbs.	
The student will: 1. Compare and contrast cities and towns (chart, table, essay, etc.) 2. Explain the relationships between cities and suburbs	
F. To describe the U.S. role in the world.	
The student will: 1. Describe ways in which world leaders interact with the U.S. 2. Identify world events that affect the U.S.	

RESOURCES

- TE of the social studies program used in the school (Check publisher websites and Teacher Resource material for additional materials)
- Children's Literature
- Children's magazines like Weekly Reader
- Publishers Websites

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE TWO ECONOMICS

DIOCESAN STANDARDS/GOALS

Through the study of local communities or neighborhoods the student will:

- I. Understand how the scarcity of resources leads to economic choices (Choices about resources related to wants and needs)
- II. Understand markets and prices
- III. Understand economic patterns and systems

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe free enterprise in simple terms.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the different ways in which goods and services are distributed and its effect on the development of civilizations in the Age of Exploration and throughout American history 2. Describe the importance of working together in communities 3. Identify goods and services, wants and needs 4. Identify costs and the benefits of an economic choice 5. Define consumer and producer 6. Follow the path of a raw material to the finished product: For example, Corn → Cornflakes 7. Contrast human, natural, and capital resources 8. Explain scarcity 9. Explain bartering 10. Explain how people, businesses and countries trade for goods 11. Identify different working environments, office, construction, farm, factory, community/service, volunteer and home 12. Identify different skills needed for specific jobs 13. Describe how people make spending and saving choices 14. Describe the purpose of banks 15. List reasons for saving money 16. Compare and contrast needs and wants (chart, table, essay, etc.) 17. List ways to share resources with the underprivileged 18. Use money with some understanding of value 19. Make choices about how to spend money wisely 20. Save money and conserve resources 	

RESOURCES

Books such as:

- From Maple Tree to Syrup Stacey Taus-Bolstad
- Farmers' Market Paul Johnson
- Money Margaret Hall
- Sweet Potato Pie Kathleen D. Lindsey
- The Bakery Lady Pat Mora

Videos and DVD's, such as:

- *The Paper Boy*
- *Piggybanks to Money Markets* (Media Basics)
- *Alexander Who Used to Be Rich Last Sunday* (based on the book by Judith Viorst)

Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE TWO GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through the study of local communities or neighborhoods the student will:

- I. Understand the concept of location
- II. Understand the concept of place
- III. Understand human-environment interactions
- IV. Understand the concept of movement
- V. Understand the concept of region

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To identify geographic features and places.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify: <ul style="list-style-type: none"> ▪ Rivers, valleys, plain, mountains, hills, lakes, peninsula, island ▪ Seven continents, North and South Poles ▪ Pacific, Atlantic, Indian, and Arctic Oceans 2. Locate visual representations of global address: community, state, country, continent, world 3. Identify the poles, hemispheres and equator on a map or globe 	
B. To describe how weather and climate affect humans.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the difference between climate and weather 2. Compare places with different climates 3. Describe how climate affects how people live 	

<p>C. To explain how the movement of people affects geography.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify intermediate directions 2. Describe how the states grew across the country 	
<p>D. To define region and describe a variety of types of regions.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain land form regions 2. Explain plant regions 	
<p>E. To define and identify resources and apply Catholic social teaching to practices of conservation.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Contrast natural and synthetic resources, such as man-made rubber and rubber trees and renewable (trees, water, etc.) and nonrenewable resources (coal, natural gas, etc.) 2. Describe what happens to the environment when people use natural resources to meet their needs and wants 3. List ways in which he/she can be a steward of God's creation 	
<p>F. To explain how living in a particular environment and/or community affects behavior and experiences.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List ways in which living in particular communities or neighborhoods affects the daily life experiences and decisions of people 	
<p>G. To visualize, create, read and interpret simple maps.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Create and read simple maps with title, compass rose, legend, and simple scale 2. Identify the capital of the Connecticut 	

RESOURCES

Teacher Edition of the social studies program used in the school
Books and CDs such as:

- Land and Water by Catherine Podogil
- Tulip Sees America by Cynthia Rylant
- Around the World: Clothing by Margaret Hall
- **CDs:** *Neighborhood MapMachine 2.0* Tom Snyder Productions

Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scottforesman.com

www.scholastic.com

GRADE TWO HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States (local, state and national); the student will:

- I. Understand human influences in shaping communities, states and nations
- II. Understand the origin and significance of customs, holidays, celebrations and landmarks in the community
- III. Understand the concepts of time and chronology
- IV. Understand how human needs, ideas, issues and events influence past and present
- V. Understand the things change over time

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To identify and explain how the U.S. was influenced by Native Americans/American Indians, European explorers, and early settlers and citizens.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List contributions of Native Americans, European Explorers, English Pilgrims, American Pioneers 2. Compare and contrast different Native American tribes 3. Describe Columbus's journeys and their importance 4. Describe the life of settlers in Jamestown and in Plymouth 5. Compare Jamestown and Plymouth 6. Explain in simple terms why the colonies wanted independence from Great Britain 7. Identify some important people from the struggle for independence 8. Identify a variety of important historical figures (For example, Sitting Bull, Jackie Robinson, etc.) 9. Identify celebrations of significant historical events 10. Identify the first 13 states 11. Identify on a calendar <ul style="list-style-type: none"> • The Fourth of July • Earth Day • Election Day • Thanksgiving 	

<p>B. To develop a sense of time, chronology and sequence.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Use the terms past, present, and future; before, after, next and appropriately apply them to their experiences in oral and written expression 2. Create a time line putting events in chronological order 3. Explain that history is a story of the past and the people who lived before us 	
<p>C. To explain how advances in technology and communication have changed the way people live.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe changes in communication, technology and transportation over the past 150 years. 2. Describe how technology has changed lives of Americans 	

RESOURCES

Magazines and books such as:

- Weekly Reader
- Mailbox
- Happy Birthday, America by Mary Hope Osborne
- Brother Eagle, Sister Sky by Susan Jeffers
- Knots on a Counting Rope by John Archambault

Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

STRATEGIES – Grade Two

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Uses words associated with social studies concepts in a variety of situation: <ul style="list-style-type: none"> ▪ North, south, etc. – Geography ▪ Past, present, future– History ▪ Savings, goods, - Economics ▪ Laws, rules - Civics <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Allows students to create classroom rules for the common good • Keeps a bank (rice bowl) in the classroom to collect money for charity • Encourages students to plan celebrations of national holidays <p>Other:</p> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work together to create simple maps and timelines • Dramatize lives of famous Americans or historical events • Create murals of historical event • Plan a thanksgiving meal, including establishing a budget for the meal • Plan a Thanksgiving/Veterans Day/Memorial Day prayer celebration • Participate in class meetings <p>Other:</p> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Talk with parents and grandparents about family history, elections, political leaders and budgets <p>Other:</p> <hr/> <hr/>

**Suggested Cross Curricular and Catholic Social Teaching Links
Grade Two**

- ✚ Preparing for the sacrament of Reconciliation, students will talk about admitting mistakes and apologizing to one another as part of resolving conflicts and creating harmony. (Religion, Civics)
- ✚ Students will create posters or pictures describing different cultural holidays. (Art, Civics)
- ✚ As they learn about how Native Americans respected and cared for the earth, students will create prayers and poems that celebrate their roles as guardians of God's creation. (History, Science, Religion)

Notes:

Text/Resources:

GRADE THREE

CIVICS

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States, the student will:

- I. Grow in understanding the importance of good citizenship:
 - a. Working for the common good
 - b. Treating all peoples as equals
 - c. Understanding various customs and celebrations
- II. Understand social groups and institutions:
 - a. Similarities among diverse groups
 - b. Contributions of diverse groups
- III. Understand democratic principles:
 - a. Due process and equal protection under the law.
- IV. Understand the purposes of government:
 - a. Promotion of the common good
 - b. Protection of individual rights and freedoms
- V. Understand the structure of government:
 - a. Purposes of rules and laws
 - b. Branches of government
 - c. Levels of government
- VI. Understand the functions and types of governments:
 - a. Making, amending and removing laws
 - b. Enforcing laws
- VII. Understand the rights, freedoms and responsibilities of citizens:
 - a. Individual, economic, and political freedoms
 - b. Rights – free speech, free religion, etc.

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To demonstrate an understanding of citizenship – responsibilities, rights and freedoms.	
ENABLING OUTCOMES	
<p>The student will:</p> <ul style="list-style-type: none"> 1. Describe how people improve their communities: <ul style="list-style-type: none"> ○ Town meetings ○ Public debates 2. Describe the characteristics of effective citizenship: <ul style="list-style-type: none"> ○ Voting 	

<ul style="list-style-type: none"> ○ Obeying laws ○ Paying taxes <p>3. Identify and practice good citizenship traits:</p> <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Honesty ○ Responsibility ○ Fairness ○ Tolerance ○ Compassion 	
<p>B. To explain how the celebration of national holidays contributes to a sense of common history and patriotism.</p>	
<p>The student will:</p> <p>1. Identify the historical significance of</p> <ul style="list-style-type: none"> ○ Thanksgiving ○ Presidents Day ○ Memorial Day ○ Fourth of July ○ Labor Day ○ Columbus Day ○ Martin Luther King, Jr. Day <p>2. Identify the historical significance of</p> <ul style="list-style-type: none"> ○ Thanksgiving ○ Presidents Day ○ Memorial Day ○ Fourth of July ○ Labor Day ○ Columbus Day ○ Martin Luther King, Jr. Day 	
<p>C. To recognize that different cultures live, celebrate, and interact with one another in different ways.</p>	
<p>The student will:</p> <p>1. Compare and contrast the ways various groups celebrate holidays (charts, tables, etc.)</p> <p>2. Compare and contrast the way the different cultures interpret events and experiences (Schools in colonial time vs. today; immigrants from Europe in the U.S. vs. immigrants from Europe in South America) (chart, table, essay, etc.)</p> <p>3. Identify the contributions of various groups to the growth of the United States:</p>	

<ul style="list-style-type: none"> ○ American Indians ○ European Americans ○ Asian Americans ○ Latino Americans ○ African Americans ○ Women 	
<p>D. To describe the function of laws.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain how laws protect us (the function of police) 2. Describe how local government promotes order and security: <ol style="list-style-type: none"> a. Makes laws b. Settles disputes c. Provides public services 3. Describe in simple terms how courts work 	
<p>E. To analyze how government promotes the common good and protects individual rights and freedoms.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the role of governor or mayor with the legislature or board of alderman (chart, table, essay, etc.) 2. Identify local leaders 3. Identify President and state senators and congressmen 4. Identify locations of local government buildings and describe the functions of government that are carried out there 5. Identify the goods and services provided by local government, why people need them, and the source of funding (taxation) 6. List and give examples demonstrating the freedoms secured in the Bill of Rights 7. Compare and contrast the political freedoms of Americans with other countries (chart, table, essay, etc.) 	

RESOURCES

- Text and supplemental materials chosen from the *Approved Programs and Texts* list
- Age-appropriate library books, such as My Grandma's the Mayor by Marjorie White Pellegrino and So You Want to Be President by Judith St. George
- Newspaper and magazine articles about people (especially young people) who have made an impact on their communities.
- Class meetings
- Newspapers, classroom and online current events magazines, globes, gazetteers
- Text supported website
- Student journals
- Publishers Websites

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE THREE

ECONOMICS

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States, the student will:

- I. Understand how the scarcity of resources leads to economic choice
- II. Understand economic patterns and systems:
 - a. Free enterprise and entrepreneurship

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe and apply the principle of supply and demand.	
ENABLING OUTCOMES	
<p>The student will:</p> <ul style="list-style-type: none"> 1. Identify and compare human needs and wants 2. Categorize economic activities as examples of production and consumption 3. Identify people who purchase goods and services as consumers; people who make goods or provide services as producers 4. Explain how most people both produce and consume 	
B. To describe economic patterns and systems, free enterprise and entrepreneurship.	
<p>The student will:</p> <ul style="list-style-type: none"> 1. Explain markets and price 2. Explain how assembly lines use specialization and division of labor to produce items more quickly 3. Identify different forms of money used over time 4. Describe how money is used for saving and purchasing goods and services. 5. Describe the principle of supply and demand 6. Explain and give examples of competition in the local economy 7. Define interdependence, imports, exports, and trade 8. Create a simple budget for a purchase 9. Keep a simple bank account 10. Save for something they need or want 	

RESOURCES

Text, text related technological support, math manipulatives (money), games, software educational websites

Books such as:

- Homer Price by Robert McCloskey
- Round and Round the Money Goes by Melvin Berger,
- Alexander, Who Used to Be Rich Last Sunday by Judith Viorst
- A Basket of Bangles by Ginger Howard
- Follow the Money by Loreen Leedy

Videos/DVDs like:

- *If You Made a Million* by David Schwartz
- *Learning About Money*, Rainbow Education
- *Understanding Economics*, Rainbow Education

Publishers Websites:

www.eduplace.com

www.scottforesman.com

www.harcourtschool.com

www.scholastic.com

www.mhschool.com

GRADE THREE GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States, the student will:

- I. Understand the concept of location
- II. Understand the concept of place
- III. Understand human-environment interaction
- IV. Understand the concept of movement
- V. Understand the concept of region

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe locations.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the differences between relative and exact locations 2. Use cardinal and intermediate directions to describe the relative location of places 	
B. To explain how humans interact with their environments.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify and explain how the following affect and have been modified by the local community: <ol style="list-style-type: none"> a. Landforms b. Bodies of water c. Vegetation d. Animal life e. Climate f. Weather 2. Identify natural resources and how people use them 3. Explain how and why humans adapt and modify their environments 4. Explain colonization, immigration, and settlement patterns 5. Identify the physical characteristics affecting trade and human 	

<p>activities</p> <ol style="list-style-type: none"> 6. Hypothesize about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought 7. Identify the modes of transportation and communication used to move people, products, and ideas from place to place 8. Use maps, globes, newspapers, and charts to identify physical, political, demographic and economic characteristics of regions 9. Compare and contrast different regions of the world 10. Describe the characteristics of an urban, suburban and rural community 11. Compare and contrast urban, suburban, and rural communities 12. Describe ways in which communities affect the choices individuals make 13. Describe how technology has changed local and global communities (chart, table, essay, etc.) 	
<p>C. To a variety of geographic tools.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Use a variety of geographic tools to collect analyze and interpret information 2. Use a number/letter grid system to locate physical and human features on a map 3. Locate the Equator, Arctic Circle, Antarctic, Circle, North Pole, South Pole and Prime Meridian on maps and globes 4. Use map title, map key, direction indicator, and symbols for human features (buildings, roads) to answer questions about the local community 5. Draw simple maps of continents and oceans 6. Locate specific places on a map or globe 7. Visualize locations 	

<p style="text-align: center;">RESOURCES</p>	
<ul style="list-style-type: none"> ○ Maps, globes, atlases, gazetteers, videos, CDs ○ Rubrics for projects and writing assignments ○ Appropriate children’s literature (i.e., <u>If the World Were a Village</u> by David Smith) 	<ul style="list-style-type: none"> ○ Publishers Websites <ul style="list-style-type: none"> www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com

GRADE THREE HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of communities of the United States, the student will:

- I. Understand human influence in shaping communities, states, and nations
- II. Understand the origin and significance of customs, holidays, celebrations, and landmarks in the community
- III. Understand the concepts of time and chronology
- IV. Understand the relationship of cause and effect in historical events

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe the shaping of communities, states, and nations.	
ENABLING OUTCOMES	
The student will: <ol style="list-style-type: none"> 1. Describe changes in communities over time including changes in goods and services, architecture, landscape and technology 	
B. To explain how people, places and ideas change over time.	
The student will: <ol style="list-style-type: none"> 1. Gather information about changes over time by reading line graphs and timelines 2. Describe the settlement patterns of various cultural groups within communities of the U.S. 3. Compare and contrast the perspectives, practices and cultural products of diverse groups who have lived in various communities at different times (chart, table, essay, etc.) 4. Describe the effect inventions, discoveries, or events have had on life today (Reaper, Salk Vaccine, camera, September 11, 2001) 	

C. To describe and order time.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define and measure time by years, decades, and centuries 2. Sequence historical events by placing a series of events in the proper order on a time line 	

RESOURCES
<ul style="list-style-type: none"> ○ Text chosen from the <i>Approved Programs and Text List</i>, text technology support, websites ○ Biographies of influential people in history, local museums, virtual museums ○ Age appropriate literature like <u>Visiting a Village</u>, <u>Jobs People Do</u>, <u>As the Crow Flies</u> <p>Publishers Websites: www.eduplace.com, www.harcourtschool.com, www.mhschool.com www.scholastic.com, www.scottforesman.com</p> <ul style="list-style-type: none"> ○ Magazines such as: <u>Weekly Reader</u> or <u>Mailbox</u>

STRATEGIES – Grade Three

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Talks about current events with students • Relates current events to areas and concepts studied <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Sets up mock elections and a simple system of classroom government • Displays primary sources • Plans virtual and actual field trips to places of historical, civic, economic or geographic significance <p>Other:</p> <hr/> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Works in cooperative groups to “invent” machines or materials that address an economic need • Researches local and historical political leaders • Works individually and in groups to create graphs, charts, or diagrams that compare costs of particular goods; compare and contrast local leaders; compare and contrast different cultures within a region <p>Other:</p> <hr/> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Develop the habit of reading news sources (text or electronic) regularly. <p>Other:</p> <hr/> <hr/> <hr/>
Suggested Cross Curricular and Catholic Social Teaching Links	

Grade Three

- 🏠 Students will identify characters in literature that demonstrate tolerance and compassion. (Religion, Language Arts, Civics)
- 🏠 During class meetings, students will listen to the opinions of others with respect. (Religion, Language Arts, Civics)
- 🏠 Students will create budgets that reflect the principles of stewardship and allow for sharing resources with needy. (Math, Religion, Economics)

Notes:

Text/Resources:

Grade Four Social Studies Curriculum

Preface, Summer 2010

In an increasingly global society, it has become even more vital for our students to think critically about their world. To do this, students must develop a solid working knowledge of geographical implications, historical conflicts and resolutions, civic principles and economic frameworks. In the fourth grade, students will be exposed to these disciplines as they discover how they apply to both our nation and the state of Texas.

While these might seem to be lofty goals, they are actually quite achievable in the course of a single academic year. There are two ways for teachers to approach these seemingly diverse strands of study:

1. **Strand Strategy:** Obviously, each of these strands is clearly related within the Social Studies. That said, they can be approached in a logical progression which will scaffold students' knowledge of the United States and Texas.

- Quarter 1: Geography. Apply the 5 themes of Geography to the United States and teach students how to use geographic tools. Then reinforce the same knowledge and use of tools to the state of Texas.

- Quarter 2: History. Use Texas History as a vehicle to address the Diocesan standards. As you teach the "story of Texas," point out trends in United States history. Reinforce geography as you teach the history of the state.

- Quarter 3: Civics. Prepare students to fulfill their civic responsibilities on the national and state level. Reinforce geography and history where appropriate.

- Quarter 4: Economics. Teach economic principles, as informed by the geography, history and civic ideals of the United States and Texas.

2. **Linear Strategy:** Progress chronologically through Texas history. As you teach about the various eras of Texas' development, your lessons with geographic, civic and economic principles and skills.

While the variety of fourth grade Social Studies standards presents a challenge, it also

GRADE FOUR CIVICS

DIOCESAN STANDARDS/GOALS

Through a study of the regions of the United States, the student will:

- I. Understand the importance of good citizenship
- II. Understand democratic principles
- III. Understand social groups and institutions
- IV. Understand the purposes of government
- V. Understand the structure of government
- VI. Understand the functions and types of governments
- VII. Understands the rights, freedoms and responsibilities of citizens

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe the purposes and functions of local, state, and federal government.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain why people pay taxes 2. Name the three parts of state government and explain the functions of each 3. Identify three services provided by the state (Dept. of Public Safety, Motor Vehicles, DCF) 	
B. To describe and apply democratic principles and the rights and responsibilities of good citizens.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the rights and responsibilities of American citizens 2. Identify the people and events that help create and preserve equality of all people 3. Describe how people use public forums to improve their communities: <ul style="list-style-type: none"> o Town meetings o Public debates 	

<p>C. To analyze how government promotes the common good and protects individual rights and freedoms.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how state governments work for the common good 2. Describe how the Bill of Rights protects individual freedoms 3. Describe what equality before the law means 4. Compare and contrast the functions of local government with those of the federal government (i.e., making, amending, removing, and enforcing laws) (chart, table, essay, etc.) 5. Describe ways the Connecticut state government meets or fails to meet the needs and wants of its citizens 6. Describe Connecticut state government 7. Identify local state legislative representatives 8. Identify Connecticut congressional representatives 9. Distinguish between the three branches of government 10. Explain the purpose of rules and laws 11. Describe formal and informal factors that contribute to the development of public policy (election of a president, reactions to environmental hazards, September 11, 2001) 	
<p>D. To recognize that in the U.S., (in the state of Connecticut, and in their communities) various cultures celebrate and interact with one another in different ways, which influence American government and culture.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the origins of ethnic diversity in American history 2. List the contributions of diverse ethnic groups of the U.S. 	

RESOURCES
<ul style="list-style-type: none"> ▪ Text chosen from the <i>Approved Programs and Text</i> list and text tech support ▪ Classroom library selections, such as: <ul style="list-style-type: none"> ○ <u>I Have a Dream</u> by Martin Luther King, Jr. ○ <u>National Symbols Series</u> by Debra Hess ○ <u>The Voice of the People: American Democracy in Action</u> by Betsy Maestro ▪ Children's current events magazines like <u>Junior Scholastic</u> ▪ Publishers Websites www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com

GRADE FOUR ECONOMICS

DIOCESAN STANDARDS/GOALS

The student will:

- I. Understand how the scarcity of resources leads to economic choice
- II. Understand markets and price
- III. Understand economic patterns and systems
- IV. Apply Catholic social teaching to economic problems

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe how scarcity of resources leads to economic choice.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify and compare human needs and wants 2. Explain what causes scarcity 3. Categorize economic activities as examples of production and consumption 4. Describe the principle of supply and demand 	
B. To describe economic patterns and systems, free enterprise and entrepreneurship.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the three questions of all economic systems: <ul style="list-style-type: none"> o What is produced? o How it is produced? o For whom is it produced? 2. Identify people who purchase goods and services as consumers; people who make goods or provide services as producers 3. Define market economy (Businesses produce what consumers want) 4. Compare and contrast money and barter (chart, table, essay, etc.) 5. Identify and describe factors of production (labor, capital, land and entrepreneurship) 6. Explain private ownership 	

<ol style="list-style-type: none"> 7. Explain the connection between work and money earned 8. Compare and contrast skilled and unskilled workers (chart, table, essay, etc.) 9. Explain how a product is produced 10. Explain how most people both produce and consume 11. Explain markets and price 12. Explain how assembly lines use specialization and division of labor to produce items more quickly 13. Identify different forms of money used over time 14. Describe how money is used for saving and purchasing goods and services 15. Explain taxes and how they are used 16. Explain and give examples of competition in the local economy 	
<p>C. To describe the effects of global trade.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define interdependence, imports, exports, and trade 2. Make choices about purchasing one good or service over another and explain the choice (where it is made, cost, etc) 3. Explain in an age-appropriate way what makes some countries richer than others 4. Describe how Catholics should respond to injustice and inequalities among peoples and nations 5. Give examples and compare human, natural, and capital resources 6. Give examples of ways in which people conserve resources 7. Identify the natural resources of the regions of the U.S. 8. Explain in simple terms the importance of free enterprise in the U.S. 9. Name some benefits of international trade (Creation of interdependence of nations) 10. Name some exports and imports of the U.S. 11. Identify major trading partners of the U.S. 12. Identify the locations of various economic activities and describe how physical and human factors influence them (cities near bodies of water, submarine base in Groton) 13. Describe how technology has changed local and global communities 14. Identify current global economic problems and suggest possible causes and solutions 	

RESOURCES

Text and text resources

Online resources

Books such as:

- Mill David Macauley
- Ice Cream Cones for Sale by Elaine Greenstein
- Grandma and Me at the Flea by Juan Felipe Herrera

Newspapers, catalogs and advertisements

Publishers Websites:

www.eduplace.com

www.scottforesman.com

www.harcourtschool.com

www.scholastic.com

www.mhschool.com

GRADE FOUR GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through a study of the regions of the United States and the study of the state of Connecticut, the student will:

- I. Understand the five themes of Geography:
 - a. Location
 - b. Place
 - c. Human/Environment Interaction
 - d. Movement
 - e. Regions
- II. Understand the geography of the State of Connecticut
- III. Understand and use geographic tools to collect, analyze, and interpret information

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe locations and regions.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Distinguish between absolute and relative locations 2. Compare and contrast physical and man-made features of regions (chart, table, essay, etc.) 3. Identify and compare and contrast the physical, demographic, and economic characteristics of regions of the United States (chart, table, essay, etc.) 	
B. To visualize, create, read, and interpret maps.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Use lines of latitude and longitude to identify absolute locations on a map 	

<p>C. To explain how humans interact with their environment.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Analyze the ways humans have affected their environment and ecosystems in both positive and negative ways 2. Describe reasons for movement from one region of the U.S. to another (past and present) 3. Trace the communication of ideas and the movement of goods from one region to another 4. Describe the ways in which technology and science have changed the way Americans in all regions look at natural resources 	
<p>D. To identify resources and apply Catholic social teaching to the use of resources.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Distinguish between renewable and nonrenewable resources 2. Describe ways he/she can be stewards of God's creation 3. Describe uses of resources and land in home, school, and community in different regions of the U.S. 4. Describe how learning about the fragility of our environment and ecosystem should change human behavior 5. Propose alternative uses of land and resources 6. Describe ways in which the regions of the United States are dependent on one another 7. Describe the conflicts between and among groups and regions in the use of natural resources 8. Identify and the physical, demographic, and economic characteristics of regions of the United States 	
<p>E. To describe the geography of the state of Connecticut.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the physical, demographic and economic characteristics of Connecticut 	

RESOURCES

Text, globes and maps: www.CT.gov

Publishers Websites: www.eduplace.com www.harcourtschool.com
www.mhschool.com www.scholastic.com www.scottforesman.com

GRADE FOUR HISTORY

DIOCESAN STANDARDS/GOALS

Through a study of the regions of the United States, the student will:

- I. Expand their understanding of human influence in shaping communities, states, and nations
- II. Understand the origin and significance of customs, holidays, celebrations, and landmarks
- III. (particularly in the state of Connecticut)
- IV. Understand the concepts of time and chronology
- V. Understand how human needs, ideas, issues, and events influence past and present
- VI. Understand Connecticut History
- VII. Understand that the past influences the present

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To understand that different cultures shaped the communities, states, regions, and the United States as a nation.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast Native American (American Indian) and early settler attitudes about natural resources (chart, table, essay, etc.) 2. Describe the contribution of major historical figures including but not limited to George Washington, Thomas Jefferson, Harriet Beecher Stowe, Harriet Tubman, Frederick Douglass, and Abraham Lincoln 	
B. To demonstrate how different people can look at an event or situation in diverse ways.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe a national or Connecticut event from two different points of view (For example, students describe the Indian wars from the point of view of a settler and a Native American) 2. Apply a Native American custom (Talking Stick) to modern life 	

<p>C. To demonstrate a sense of historical sequence.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Make and use time lines to sequence major events in American History within the various regions of the US including from Colonization to Modern times 2. Identify and sequence the major events of Connecticut history 3. Describe an event in Connecticut State history that affects the way people in the state live today 4. Compare and contrast the communication and transportation of early Connecticut and American history with that of today 5. Synthesize important events in Connecticut History and explain the role of Connecticut during the colonial and revolutionary periods 	

<p>RESOURCES</p>
<p>Texts and Connecticut state resources from the <i>Approved Programs and Texts</i></p> <p>Publishers Websites: www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com</p>

STRATEGIES – Grade Four

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Talks about current events with students • Displays maps of the areas of study – particularly the state of Connecticut • Displays primary sources <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Sets up mock elections and a simple system of classroom government • Plans virtual and actual field trips to places of historical, civic, economic or geographic significance <p>Other:</p> <hr/> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work in cooperative groups to compare the costs of domestically produced and imported items • Work in cooperative groups to research historical political leaders of Connecticut • Work independently and in groups to create graphs, charts, or diagrams that compare and contrast the ways American Indians viewed nature with the way Americans do today <p>Other:</p> <hr/> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Develop the habit of reading news sources (text or electronic) regularly. • Use technology in all phases of learning

**Suggested Cross Curricular and Catholic Social Teaching Links
Grade Four**

- ✦ When students learn about the trade partners of the United States, they should discuss work place conditions in some of those countries and discuss how what they buy affects human dignity. (Religion, Language Arts, Economics)

- ✦ Students list the things in their home (or list items in the grocery store) that come from other countries. They discuss what familiar products are imported from other nations, research the conditions they were produced and how much of the cost of the item goes to the producer. (Economics, Math, Religion)

Notes:

Text/Resources:

GRADE FIVE CIVICS

DIOCESAN STANDARDS/GOALS

Through a survey history of the United States the student will:

- I. Understand how early settlers and explorers began the cultural diversity experienced today in the United States
- II. Develop a broader understanding of native Americans and their culture through a study of the regions of the United States
- III. Understand the different cultures found in the Western Hemisphere
- IV. Understand different forms of government:
 - a. Monarchy
 - b. Dictatorship
 - c. Democracy
- V. Understand important political documents:
 - a. Constitution
 - b. Magna Carta
 - c. Bill of Rights
 - d. Charter Oak

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To understand the diverse cultures found in the Western Hemisphere.	
ENABLING OUTCOMES	
The student will: <ol style="list-style-type: none"> 1. Compare the perspectives, practices, and cultural products of various cultural groups including Native Americans, African Americans, Latinos, European Americans, and Asian Americans 	

<p>B. To describe and analyze different forms of government.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and Contrast monarchy, dictatorship and democracy (chart, table, essay, etc.) 2. Identify who holds the power in the different forms of government and compare the role of its citizens in each form 	
<p>C. To describe the principles of and the effect of important documents.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain how the Constitution, the Magna Carta, the Bill of Rights helped form and influence the government the U.S. has today 	
<p>D. To analyze how government promotes the common good and protects individual rights.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify/describe examples of tension between an individual's beliefs and government policies and laws (Civil Rights Act of 1964; Women's Movement; Homeland Security) 2. Describe ways in which the British government failed to promote the common good among its colonies 3. List ways to monitor technology in order to protect the physical environment, individual rights, and the common good (respect of copyright laws connected to Internet use; recycling of electronic and computer equipment; evaluate website sources) 4. Explain how public opinion influences personal decision-making (smoke free environments) 5. Describe expressions of public opinion, free speech, and forms of public discourse in a democracy 6. Describe ways public opinion influences government policy on public issues (Homeland Security) 7. Compare and contrast an issue of public concern from multiple points of view (i.e. Wars throughout American history, environmental issues, etc.) (chart, table, essay, etc.) 8. Describe formal and informal factors that contribute to the development of public policy (election of a president, reactions to environmental hazards, September 11, 2001) 	

RESOURCES

Text Book and support chosen from the *Approved Programs and Texts* list

Videos, graphic organizers, project rubrics

Publishers Websites: www.eduplace.com www.harcourtschool.com www.mhschool.com
www.scholastic.com www.scottforesman.com

GRADE FIVE ECONOMICS

DIOCESAN STANDARDS/GOALS

Through a survey study of the history of the United States the student will:

- I. Understand the concepts of resources, economic wants, supply and demand, goods and services, and opportunity costs
- II. Understand scarcity and economic choice, productivity and economic growth, markets and prices
- III. Understand the effects of economic choices

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To analyze economic patterns and systems, free enterprise, the uses of resources, entrepreneurship, economic wants, supply and demand, goods and services, and opportunity costs.	
ENABLING OUTCOMES	
<p>The students will:</p> <ol style="list-style-type: none"> 1. Explain how the trade systems and laws (Triangular Trade, NAFTA, etc.) have affected the economic growth of American history 2. Define scarcity and how it has affected events in American history (Scarcity of land, scarcity of economic opportunities, etc.) 	
B. To explain how economics, scarcity, productivity and economic growth, markets and price affect historical events.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how the economic disparity between the North and the South was a factor that led to the Civil War 2. Analyze the advantages and disadvantages of industrial and agrarian economies 3. Describe the factors that lead to American economic recovery after major military conflicts 4. Describe taxes and tariffs and their effect on internal and external conflicts in American 	

<ol style="list-style-type: none"> 5. Determine why some of the first English colonies survived and others did not 6. Evaluate the colonists' use of resources and how it affected their relationship with Native Americans 7. Describe the advantages and disadvantages of the free enterprise system throughout American history 8. Describe how advances in communication, transportation, technology have contributed to interdependence of nations around the world 9. Explain the relationship between imports and exports and a nation's economy 	
<p>C. To demonstrate an understanding of the moral implications of economic choices.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Consider the source of products and social justice principles when making consumer choices 	

RESOURCES
<p>Text Book and other resources from the <i>Approved Programs and Texts</i></p> <p>Videos, graphic organizers, project rubrics</p> <p>Appropriate children's literature (consult teacher manual, libraries, publisher's websites)</p> <p>Publishers Websites</p> <p>www.eduplace.com</p> <p>www.harcourtschool.com</p> <p>www.mhschool.com</p> <p>www.scholastic.com</p> <p>www.scottforesman.com</p>

GRADE FIVE GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through a survey study of American history the student will:

- I. Understand the concept of location
- II. Understand the concept of place
- III. Understand human-environment interaction
- IV. Understand the concept of movement
- V. Understand the concept of region
- VI. Understand the characteristics and purposes of maps, globes, and satellite-produced images

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To visualize, create, read and interpret maps, globes and satellite-produced image.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast map projections (chart, table, essay, etc.) 2. Explain map keys on special purpose maps (i.e., climate, elevation, etc.) 3. Use coordinates of latitude and longitude to locate points in North America 4. Describe the location of their town and Connecticut relative to other towns, states, and countries 5. Locate and label major political regions and physical features in North America and explain how those features affected patterns of settlement, economic activity, and movement 	
B. To analyze human interaction with the environment.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how Native Americans/American Indians and Europeans interacted with the environment to suit their needs 2. Analyze the uneven distribution of renewable and 	

<p>nonrenewable resources in North America and evaluate its effect on the environment</p> <ol style="list-style-type: none"> 3. Describe uses of resources and land in home, school, and community during various times in American history 4. Propose alternate uses of land and resources 5. Compare and contrast the way government has established order and managed conflict (or failed to do so) during different periods of American history (chart, table, essay, etc.) 6. Describe significant geographical disputes during American history and explain how they were resolved 7. Hypothesize about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought 8. Describe how advances in technology and science have changed the way Americans interact with their environment 9. Identify current global problems and suggest possible ways in which the U.S. has contributed to them and potential solutions 10. Identify human rights issues (the treatment of women and children, religious groups, the effects of war) in American history 	
<p>C. To investigate the effect of movement on the environment.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how settlement pattern caused changes in the six major ecosystems of the United States (croplands, forests, coasts and oceans, urban and suburban areas, arid and rangeland areas, and freshwater areas) 	

RESOURCES
<ul style="list-style-type: none"> ○ Text and text related supports (including websites) ○ Maps, globes, gazetteers ○ Government websites ○ Virtual field trips ○ Publishers Websites: <ul style="list-style-type: none"> www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com

GRADE FIVE HISTORY

DIOCESAN STANDARDS/GOALS

Through a survey study of the history of the United States the student will:

- I. Increase their understanding of human influence in shaping communities, states, and nations
- II. Understand the origin and significance historical development of the United States
- III. Understand how the events of the past affect the present
- IV. Relate themselves to the events and people of the past
- V. Make moral judgments about the decisions made by leaders in the past (and present)
- VI. Make predictions about the future based on events of the past

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To make generalizations about human influence in shaping communities, states and nations.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how adaptation to the environment helps create the cultures and civilizations (from the time of Native Americans to the events of September 11) in the Western Hemisphere 	
B. To analyze the origin and significance of historical development of the United States.	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Analyze: <ol style="list-style-type: none"> a) The reasons for exploring and colonizing in the New World by European countries b) The events that led to the major conflicts (Revolutionary War, War of 1812. the Civil War, etc.) c) The importance of key domestic issues (Jim Crow Laws, Women's suffrage, Abortion) 	

<p>C. To discuss the morality of historical events (war, slavery).</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast reasons for the establishment of the 13 distinct British colonies in North America (chart, table, essay, etc.) 2. Compare the roles of Europeans and enslaved Africans in the British colonial society of North America 	
<p>D. To analyze the significance of events and political and social movements in U.S. history.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List the reasons for immigration and describe how immigrants have adapted to life in America 2. Describe situations when an individual may experience conflict because he/she belongs to more than one group (i.e., a political party and a religious group) 3. Evaluate: the reasons the 13 colonies sought independence from Great Britain and explain the purpose of the Declaration of Independence 4. Explain the essential characteristics of American democracy found in the Constitution and apply them to the roles of citizens in its society 5. Use primary sources to explain the changing role of the United States as a world power 6. Describe institutions and groups in American history which worked for the common good (successfully and unsuccessfully) 7. Describe: <ol style="list-style-type: none"> a. The lasting effects of various cultures on present-day American society. b. The lasting effects of the Civil War and Reconstruction on American society c. The lasting effects of westward expansion d. The lasting effects of the wars of the Twentieth Century e. The effects of religious beliefs on American culture 	
<p>E. To make predictions about the future of the United States based on current or past events.</p>	

RESOURCES

- Text Book from *Approved Programs and Texts*
- Online materials
- Videos, graphic organizers, project rubrics
- Professional Magazines: Social Studies Teacher, History Matters
- Publications for students like Calliope
- Publishers Websites

www.eduplace.com

www.scholastic.com

www.harcourtschool.com

www.scottforesman.com

www.mhschool.com

STRATEGIES – Grade Five

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Talks about current events with students • Displays maps of the areas of study-different periods of American history. <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Sets up mock elections and a simple system of classroom government • Displays primary sources • Plans virtual and actual field trips to places of historical, civic, economic or geographic significance <p>Other:</p> <hr/> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work in cooperative groups to creating a “new” nation with its own climate and geographical features, and establishing a system of government and economy. • Work together to evaluate the historical contributions of political leaders <p>Other:</p> <hr/> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Develop the habit of reading news sources (text or electronic) regularly. • Use technology in all phases of learning <p>Other:</p> <hr/> <hr/> <hr/> <hr/>

GRADE SIX CIVICS

DIOCESAN STANDARDS/GOALS
<p>Through the study of ancient and medieval cultures the student will:</p> <ul style="list-style-type: none"> I. Grow in understanding the importance of good citizenship: II. Working for the common good III. Treating all peoples as equals IV. Understanding various customs and celebrations V. Understand social groups and institutions: VI. Similarities among diverse groups VII. Contributions of diverse groups

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe and analyze social groups and institutions, noting similarities and differences among diverse groups and their contributions to civilization.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast ancient civilizations: (Rome, Greece, China, India, etc.) with one another and with modern U.S. civilization (chart, table, essay, etc.) 2. Describe ancient governments and/or political systems: republics, empires, feudalism, etc. 3. Describe the movements of the Middle Ages: Renaissance, Reformation (civilization - religion, art, etc.) 4. Explain the reasons for and the effects of political revolutions: French, Russian, Non-violent Indian 5. Summarize the history of the Industrial Revolution through the modern era 6. Describe the diversity or lack of it in ancient cultures and explain how this contributed to conflict 7. Analyze how ancient and medieval peoples encouraged unity and dealt with diversity to maintain order and security 8. Analyze the effect of the growth of Christianity on early cultures 	

<p>B. To examine the qualities of good government and citizenship in ancient and medieval cultures.</p>	
<p>I. The student will:</p> <ol style="list-style-type: none"> 1. Describe ways in which ancient and medieval governments failed to promote the common good 2. Compare and contrast an issue of public concern from multiple points of view (i.e. government service in Sparta and Athens) (chart, table, essay, etc.) 3. Identify the responsibilities of good citizenship in ancient, medieval and modern cultures 	

RESOURCES

Text chosen from the *Approved Programs and Text List*

Literature such as:

- Life in a Medieval Village by Frances and Joseph Giles,
- Catherine, Called Birdy by Karen Cushman

Publishers Websites:

www.eduplace.com

www.scholastic.com

www.scottforesman.com

www.mhschool.com

www.harcourtschool.com

GRADE SIX ECONOMICS

DIOCESAN STANDARDS/GOALS

Through a study of ancient and medieval history the student will:

- I. Understand the economy of ancient and medieval cultures: how goods and services were produced and distributed
- II. Distinguish between needs and wants
- III. Understand supply and demand
- IV. Understand exchange rate

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To analyze the structure of ancient and medieval cultures.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the goods and services produced and distributed in ancient and medieval cultures 2. Describe the change in ancient societies from bartering to currency 3. Compare banking in medieval societies with modern banking 4. Compare and contrast taxation between and among medieval and modern times (chart, table, essay, etc.) 5. Explain how trade affects the relationship of nations with their trading partners 6. Explain how climate and geographical location affect economy (what is traded, how trade takes place, growth of cities) 7. Describe the effects of catastrophic events on economy 8. Analyze the effect of economic protests on government (India-Great Britain) 9. Compare and contrast how the underprivileged, the poor, and women were treated in ancient and medieval societies (chart, table, essay, etc.) 10. Evaluate the way the economic systems of ancient and medieval societies affected the common good 11. Describe how ancient and medieval economic systems worked 12. Evaluate the effects of ancient and medieval economic systems on modern economics 	

RESOURCES

Text and related resources selected from the *Approved Programs and Texts*

Books such as:

- Adventures in the Middle Ages by Linda Bailey
- The Midwife's Apprentice by Karen Cushman

Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE SIX GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through a study of ancient and medieval cultures the student will:

- I. Understand the concept of location
- II. Understand the concept of place
- III. Understand human-environment interaction
- IV. Understand the concept of movement
- V. Understand the concept of region
- VI. Understand and use geographic tools to collect, analyze, and interpret information

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To demonstrate an understanding of location and place in ancient and medieval cultures.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the geography (physical, political) of ancient and medieval civilizations including, but not limited to: <ul style="list-style-type: none"> ○ Ancient Greece ○ Ancient Rome ○ Ancient India ○ Ancient China ○ Ancient Egypt ○ Byzantine Civilizations ○ Muslim Civilizations ○ Ancient Africa ○ The Americas (Early Civilizations) ○ Medieval Europe 2. Locate absolute and/or relative positions of countries studied (Ancient Greece, Rome, Sparta, etc) 	
B. To analyze human interaction with environment.	
The student will:	

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

RESOURCES

- Text (chosen from the *Approved Programs and Texts* list) and text related supports (including Online)
- Maps, globes, gazetteers
- Publishers Websites
 - www.eduplace.com
 - www.harcourtschool.com
 - www.mhschool.com
 - www.scholastic.com
 - www.scottforesman.com

GRADE SIX HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of ancient and medieval civilizations the student will:

- I. Develop historical thinking skills, including:
 - II. Chronological thinking
 - III. Recognizing change over time
 - IV. Contextualizing
 - V. Researching historical sources
 - VI. Understanding competing narratives and interpretation
 - VII. Constructing narratives and interpretations
- VIII. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history
- IX. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is
- X. Recognize the importance of historical thinking and knowledge in their own lives and in the world in which they live
- XI. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- XII. Explain how information and experiences may be interpreted by people from diverse cultural perspectives
- XIII. Understand how to use resources to gather and analyze information
- XIV. Understand how geography and economics affect history

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast early peoples and cultures including, but not limited to: 	

<ul style="list-style-type: none"> ○ Ancient Egypt ○ Mesopotamia ○ Ancient India ○ China ○ Ancient Greece ○ Ancient Rome ○ Arabia ○ Ancient America <p>(Use chart, table, essay, etc.)</p> <ol style="list-style-type: none"> 2. Describe the cultures of ancient and medieval peoples (language, literature, spiritual beliefs, government, arts, etc.) 3. Analyze the conflicts between and among ancient civilizations 4. List the contributions of ancient and medieval cultures to subsequent cultures 	
<p>B. To analyze how geography and economics affect the history of ancient and medieval cultures.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how the geography of regions affected historical events 2. Describe how the economics of ancient cultures affected historical events 	

RESOURCES

- Text and text related websites
- Internet
- Publishers Websites

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

STRATEGIES – Grade Six

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Talks about world events with students especially as they relate to the ancient/medieval cultures studied • Displays maps of the areas of study- Ancient Greece, Rome, etc. <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Sets up mock elections and a simple system of classroom government • Displays primary sources • Plans virtual and actual field trips to places of historical, civic, economic or geographic significance <p>Other:</p> <hr/> <hr/> <hr/>
	<p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work in cooperative groups creating cultural events that mirror those of the cultures they study (Olympics, Toga parties, etc.) • Work in groups to determine how ancient or medieval cultures might interpret modern events or technology <p>Other:</p> <hr/> <hr/> <hr/>
	<p>Independent Students:</p> <ul style="list-style-type: none"> • Develop the habit of reading news sources (text or electronic) regularly • Use graphic organizers to manage information <p>Other:</p> <hr/> <hr/> <hr/>

GRADE SEVEN AMERICAN HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of American history the student will:

- I. Develop historical thinking skills, including:
- II. Chronological thinking
- III. Recognizing change over time
- IV. Contextualizing
- V. Researching historical sources
- VI. Understanding competing narratives and interpretation
- VII. Constructing narratives and interpretations
- VIII. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history
- IX. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is
- X. Recognize the importance of historical thinking and knowledge in their own lives and in the world in which they live
- XI. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- XII. Explain how information and experiences may be interpreted by people from diverse cultural perspectives
- XIII. Understand how to use resources to gather and analyze information
- XIV. Develop an understanding of how Catholics and the Catholic Church have influenced American history
- XV. Relate current issues to historical events

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
<p>A. To identify the cultures and traditions that developed around the world that led to the early settlement of North America.</p>	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how early peoples spread across the Americas and built great civilizations 2. Assess the impact of geography on Native American culture 3. Evaluate the factors that motivated Europeans to discovery and exploration 4. Analyze the impact of European voyages and settlements 5. Analyze the economic factors that motivated exploration 6. Describe the conflicts between Native Americans and European explorers (i.e. religious and cultural differences) 7. Relate the Native American reverence of nature to the Church's teaching on stewardship of the earth 	<p style="text-align: center;">Roots of American People (September)</p>
<p>B. To evaluate the patterns of Spanish, French, Dutch, and English colonies in North America.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Assess the effect of geography and climate on the culture and economy in the colonies 2. Identify the impact of slavery on the economy of colonial life 3. Analyze the economic factors that led to and sustained slave trade 4. Identify how slave labor and child labor still exist and the impact they have on modern economics 5. Describe how the choices a consumer makes can influence unfair labor practices 6. Compare and contrast the effect religion had on life in the colonies (chart, table, essay, etc.) 7. Evaluate the different governing bodies in the colonies 8. Describe how the religious beliefs of the colonists were accommodated in the settling of the different colonies 	<p style="text-align: center;">First English Settlements (October)</p>

<p>C. To analyze the increasing independence of the thirteen colonies and how this led to a breakdown in their relationship with Great Britain.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the causes and effects of the French and Indian War on the colonies 2. Describe how the British tax laws brought the colonist closer to revolution 3. Describe the immediate events that led to the Revolution 4. Describe the colonists' moral justification for war 5. Create a timeline of major battles and campaigns of the American Revolution and evaluate their significance 6. Evaluate the contributions of minority groups to the outcome of the American Revolution 7. Identify the major points of the Treaty of Paris that ended the War for American Independence 	<p>Road to Revolution (November)</p>
<p>D. To describe the underlying philosophy in the creation, implementation, and the flexibility of the U.S. Constitution.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify documents on which the Constitution was based 2. Describe the process that led to the adoption of the Constitution 3. Describe the sections of the Constitution (Preamble, Articles, Bill of Rights, Amendments) 4. Describe the process of adding amendments 5. Explain how the amendments adapt the Constitution to the changing needs of American society 6. Describe how the Constitution parallels Church teachings about the dignity of the human person 	<p>Creating the Constitution (December)</p>
<p>E. To apply knowledge of how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Evaluate the importance of the separation of powers 2. Describe the responsibilities and limits of each of the three branches of government 3. Describe the process of how a bill becomes a law (Include veto/override process) 4. Use a modern event that illustrates how the system of checks and balances works 	

<p>F. To identify how early presidents overcame internal and external challenges to set the new nation on a firm foundation.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Analyze the political philosophies of Alexander Hamilton and Thomas Jefferson 2. Summarize the precedents set during Washington's administration that affected both domestic and foreign policies 3. Evaluate how the actions of Great Britain and France affected the United States 4. Describe and analyze the formation of political parties in the United States 5. Summarize the contributions of John Adams to the growth of the early United States especially in terms of foreign policy 	<p>A New Nation (January)</p>
<p>G. To explain the conflicting policies and contributions of the Jefferson, Madison, Monroe and Jackson Administrations.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Examine the political and moral importance of early Supreme Court ruling in strengthening the federal government and supporting economic growth: <ol style="list-style-type: none"> a. <i>Marbury v. Madison</i> b. <i>McCulloch v. Maryland</i> c. <i>Dartmouth College v. Woodworth</i> d. <i>Gibbons v. Ogden</i> 2. Describe the economic and/or moral impact of land acquisitions : <ol style="list-style-type: none"> a. <i>Louisiana Purchase</i> b. <i>Acquisition of Florida</i> c. <i>Louis and Clark Exploration</i> d. <i>Trail of Tears</i> 3. Summarize the impact of the Monroe Doctrine 4. Identify the causes and effects, both immediate and subsequent, of the War of 1812 5. Describe the evolution of the debate between states rights and the powers of the federal government 6. Identify factors that led to the Bank War and Nullification Crisis 	

<p>H. To relate the effects of the Industrial Revolution to the development of distinct economies in the North and South.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the impact of industrialization and mass production on American life 2. Compare the impact of industrialization with the growth of modern technology 3. Describe the effects of inventions on the economies of both the North and South 4. Analyze the effect of better transportation and communication on the economy 5. Evaluate the importance of the cotton industry on the social and economic life of the South 6. Describe how the cotton gin affected the growth of slavery 7. Explain why the North had more industry than the South 8. Debate the economic necessity of slavery in the South with the moral opposition to slavery in the North 9. Discuss whether economic necessity justifies exploitation of the worker 	<p style="text-align: center;">A Growing Nation in Conflict (February)</p>
<p>I. To identify the impact of Westward expansion on all aspects of American life.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Evaluate the political and moral importance of: <ul style="list-style-type: none"> ○ The Missouri Compromise ○ Abolitionist Movement ○ Women’s Suffrage ○ Development of Canal System ○ Manifest Destiny 2. Identify common themes in American art and literature and the artists involved 3. Identify the issues raised by adding new states to the Union 4. Explain the effects of the Gold Rush on the California (i.e., diversity of population, political, economic and geographic growth) 5. Describe religious groups that emerged during the early to mid 1800s and their impact on American life 6. Identify the contributions of immigrants in Westward expansion 7. Describe the growth of discrimination against immigrants, Catholics, Jews, Native and African Americans 	<p style="text-align: center;">Westward Expansion (March)</p>

<p>J. To summarize conflicts with Mexico.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain how Texas became independent from Mexico 2. Analyze the events leading to and the effects of the Mexican American War 3. Summarize how the United States achieved Manifest Destiny 	
<p>K. To identify strategies the United States attempted in dealing with growing sectional differences and explain why they failed.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the conflict of slavery in the territories after the Mexican-American War 2. Summarize the Compromise of 1850 3. Discuss the divergent philosophies of political, social, and religious leaders on such issues as slavery and states rights 4. Describe the effect of <i>Uncle Tom's Cabin</i> 5. Explain the idea of popular sovereignty and its application in the Kansas-Nebraska territory 6. Evaluate the consequences of the Kansas Nebraska Act 7. Explain the highlights and significance of the Lincoln-Douglas debates 8. Assess the impact of the Dred Scott decision by the Supreme Court 9. Explain how the Dred Scott Decision reaffirms the dignity of the human person 10. Describe the northerners' and southerners' reaction to John Brown's Raid 11. Analyze the importance of the election of 1860 in sparking the secession of the southern states 	<p style="text-align: center;">A Nation Divided (April)</p>
<p>L. To identify the people, places, and things that affected the outcome of the Civil War.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the northern, southern, and neutral states at the start of the war 2. Compare and contrast the strategies used by the north and south at the start of the Civil War (chart, table, essay, etc.) 3. Explain why the Union's plan of quick victory failed 4. Identify the new technologies used in the Civil War 5. Explain Lincoln's intentions in issuing the Emancipation Proclamation 6. Identify the major military leaders of the Civil War and evaluate the effects of their actions 	<p style="text-align: center;">The Civil War (May)</p>

<p>7. Explain the significance of:</p> <ul style="list-style-type: none"> ○ First Battle of Bull Run ○ Shiloh ○ Gettysburg ○ Vicksburg ○ Atlanta ○ Richmond <p>8. Explain the contributions of women and African-Americans in the Civil War</p> <p>9. Summarize the significance of the surrender of Lee to Grant at Appomattox</p>	
<p>M. To analyze the short and long term effects of the Civil War.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast Lincoln's plan for Reconstruction with that of Congress (chart, table, essay, etc.) 2. Evaluate the impact of Lincoln's assassination 3. Describe the conflict between Johnson and the radical Republicans 4. Describe the events leading to the impeachment of President Johnson 5. Describe the major elements of the 13th 14th, and 15th Amendments and analyze the ways in which they promoted the dignity of human beings 6. Describe the effects of the sharecropping system 7. Analyze the growth of the Ku Klux Klan and other secret societies 8. Discuss the political, social, moral and economic effects of Reconstruction 	<p style="text-align: center;">Reconstruction (June)</p>

GRADE EIGHT AMERICAN HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of American history the student will:

- I. Develop historical thinking skills, including:
 - a. Chronological thinking
 - b. Recognizing change over time
 - c. Contextualizing
 - d. Researching historical sources
 - e. Understanding competing narratives and interpretation
 - f. Constructing narratives and interpretations
- II. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history
- III. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is
- IV. Recognize the importance of historical thinking and knowledge in their own lives and in the world in which they live
- V. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- VI. Explain how information and experiences may be interpreted by people from diverse cultural perspectives
- VII. Understand how to use resources to gather and analyze information
- VIII. Develop an understanding of how Catholics and the Catholic Church have influenced American history
- IX. Relate current issues to historical events

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
<p>A. To evaluate the effect of big business on the development of the West.</p>	
<p>ENABLING OUTCOMES</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the effect of the discovery of gold and silver on the West 2. Describe how railroads helped develop the West 3. Identify the moral and social consequences of the conflicts between native Americans (Indians) and settlers 4. Summarize the struggles of Native American (Indian) groups in maintaining their culture and traditions 5. Evaluate the government's motivation in passing the Dawes Act in 1887 6. Summarize the cattle industry's boom and bust in the West 7. Describe the Oklahoma Land Rush 8. Identify the farming methods and inventions that helped settlers adapt to the life on the Plains 9. Describe the formation of the National Grange and the Populist Party in helping the farmers 	<p style="text-align: center;">The West (September)</p>
<p>B. To describe how industrialization effected change in the United States.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify inventions and inventors that changed the way Americans live (i.e., Edison, Bell, Sholes, Carver, Matzelliger, Eastman, Ford, Wright Brothers, etc.) 2. Identify entrepreneurs and their effect on the economic and social structure of the United States (i.e., Carnegie, Rockefeller) 3. Describe the working conditions in factories and relate to the Church's teaching about the dignity of the human person 4. Analyze the reasons for and the effects of labor reform and organized labor 	<p style="text-align: center;">Industrial and Urban Growth (October)</p>
<p>C. To describe the causes and effects of the growth of cities.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List events that led to the growth of cities 2. Describe the evolution of ethnic neighborhoods 	

<ol style="list-style-type: none"> 3. Analyze the challenges immigrants faced in assimilating into American life 4. Identify social reformers and their effect on the health and safety of city populations (i.e., Mother Cabrini, Jane Addams, etc.) 5. Evaluate the factors that led to public education 	
<p>D. To identify the reforms of the early Twentieth Century.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the ideas behind the Progressive movement 2. Summarize the policies of the Progressive presidents in the early 1900's 3. Describe the rights that women gained during the early 1900's 4. Explain the struggles for justice among African, Mexican, and Asian Americans in the early 1900's 5. Describe the problems faced by religious minorities and the growth of Catholic schools 	
<p>E. To describe how a more powerful United States expanded its role in the world.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the moral, political, social and economic issues related to the expansion of the United States in acquiring Alaska, Samoa and Hawaii 2. Identify the ongoing effects of the acquisition of Alaska, Samoa, and Hawaii 3. Explain the Open Door policy of the United States toward China in the late 1800's 4. Summarize the causes and effects of the Spanish American War 5. Discuss the morality of the Spanish American War 6. Explain how and why the United States built the Panama Canal 7. Identify key issues of American foreign policy in the early 1900's aimed to build U.S. influence in Latin America 8. Summarize the U.S. foreign policy of Teddy Roosevelt 9. Identify the causes of World War I 10. Discuss whether or not WWI was a just war 11. List the reasons the U.S. moved from neutrality to involvement in World War I 12. Summarize the steps the United States took to prepare the nation for war 	<p>United States Expansion and World War I November</p>

<p>13. Explain the reasons why the government took strong action to win support for the war and to suppress dissent</p> <p>14. Identify the effect of American troops in securing victory for Allied troops</p> <p>15. Explain the goal of Woodrow Wilson's 14 Points</p> <p>16. Evaluate the terms of the Treaty of Versailles and its effect on Germany</p> <p>17. Describe how the Treaty of Versailles led to WWII</p> <p>18. Summarize the controversy of the League of Nations in the United States</p>	
<p>F. To identify political movements that affected world events in the early part of the 20th Century.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Summarize the events leading to the Bolshevik Revolution 2. Identify leaders of the Russian Revolution 3. Discuss the opposition of the Catholic Church to the rise of Communism 	
<p>G. To describe the nation's reaction to the changes in the 1920's that led to the Great Depression and its affect on the American people and government.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the administrations of Harding and Coolidge (chart, table, essay, etc.) 2. Describe the U.S. policy of isolationism 3. Explain the causes and effects of the Red Scare 4. Identify the causes and effects of the 18th Amendment 5. Explain the importance of the 19th Amendment 6. Summarize the importance of the Harlem Renaissance and the Jazz Age 7. Identify the economic problems that threatened the economic boom of the 1920's and led to the stock market crash 8. Describe Hoover's response to the Depression and evaluate its effectiveness 9. Identify FDR's response to the Depression and programs during the Great Depression and evaluate its effectiveness 10. Explain how the Great Depression affected daily life of Americans 11. Evaluate the importance of the Social Security System in 1935 as well as today 12. Summarize how government reforms and new labor organizations helped unions grow more powerful 13. Identify the role unions and reforms played in guaranteeing a fair and just workplace 	<p>The Roaring Twenties and the Great Depression (December)</p>

<p>14. Compare and contrast the role of unions in the 1920's and today (chart, table, essay, etc.)</p> <p>15. Explain how the New Deal changed the role of government</p> <p>16. Identify New Deal projects from which Americans still benefit</p>	
<p>H. To identify and evaluate the causes and effects of World War II</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the reasons totalitarian dictators gained power after World War I 2. Describe the actions of the rulers of Japan, Italy and Germany in expanding their territories 3. Evaluate the importance of the Neutrality Act of 1935 4. Summarize the events that occurred to start the war in Europe 5. Evaluate the morality of WWII as a just war 6. Explain the importance of the Lend-Lease Act to Great Britain 7. Explain the significance of the Japanese attack on Pearl Harbor 8. Summarize the major battles in Europe and North Africa i.e. Stalingrad, El Alamein 9. Summarize the major battles in the Pacific theater – i.e. Coral Sea, Midway 10. Explain why some civil liberties were restricted for some during World War II – Japanese Americans, African Americans 11. Describe the significance of D- Day 12. Summarize the events leading to Germany's defeat 13. Summarize the events leading to Japan's defeat 14. Evaluate the decision to drop an atomic bomb on Japan 15. Explain the Holocaust and the reaction of the international community 	<p>January World War II</p>
<p>I. To identify key foreign and domestic issues that affected the United States after World War II.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Evaluate the reasons why the friendships among the Allies broke down after World War II 2. Explain the steps taken by the United States to shape a foreign policy that would limit the spread of communism (Truman Doctrine, Marshall Plan) 3. Summarize the importance of the formation of the United Nations, NATO and the Warsaw Alliance 4. Identify the problems of the post war economy in the United States 	<p>The United States and the Cold War (February)</p>

<ol style="list-style-type: none"> 5. Explain how the post- war prosperity led to changes in American life – baby boom, rock and roll, television 6. Explain how the situation in Korea became the Korean War 7. Evaluate the Korean War as a just or unjust conflict 8. Describe how the Korean War ended 9. Explain the role of Joseph McCarthy and American’s fear of communism 10. Compare and contrast the arms race between the United States and the Soviet Union (chart, table, essay, etc.) 11. Evaluate the significance of the election of John F. Kennedy 12. Summarize the events leading to the Cuban missile crisis 	
<p>J. To explain how the civil rights movement began establishing equal opportunity for all Americans.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the role of the NAACP in the civil rights movement 2. Evaluate the importance of <i>Brown v Board of Education</i> 3. Summarize the actions taken by Rosa Parks and the resulting Montgomery Bus Boycott 4. Explain the importance and impact of the decisions of the Warren court - <i>Miranda v Arizona, Tinker v Des Moines School District</i> 5. Identify Lyndon Johnson’s attempt to deal with the causes and effects of poverty 6. Evaluate Martin Luther King’s use of non-violent protest to gain equal rights 7. Explain the significance Civil Rights Act of 1964 8. Explain the effect of the Voting Rights Act of 1965 9. Compare and contrast the strategy of Martin Luther King and Malcolm X on civil rights (chart, table, essay, etc.) 10. Describe the gains made by the women’s movement 11. Summarize the actions of Mexican Americans to gain their civil rights and relate to immigration issues of the early 21st Century 12. Evaluate the importance of the Voting Rights Act of 1975 13. Explain how Native Americans worked for change 14. Explain the continuing impact of the Americans with Disabilities Act 15. Summarize the long-term effects of the civil rights movement of the 1960’s 16. Relate the Civil Rights movement to the Catholic social principle that supports the dignity of the human person 	<p>Civil Rights Era (March)</p>
<p>K. To identify the causes and immediate and subsequent effects of the Vietnam War.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain how Vietnam became a focus after World War II 2. Explain the reasons why the United States supported South Vietnam 3. Evaluate the concerns of the domino theory during this time 	<p>The Vietnam Era (April)</p>

<ol style="list-style-type: none"> 4. Describe how President Johnson expanded the war in Vietnam 5. Summarize the effects of the Gulf of Tonkin Resolution and the Offensive 6. Compare and contrast American viewpoints of the Vietnam War (chart, table, essay, etc.) 7. Explain how the Vietnam War affected the election of 1968 8. Describe President Nixon's policies decreased U.S. involvement in Vietnam 9. Summarize the results of the bombing on targets in Cambodia both in the area and in the United States 10. Describe how the fighting came to an end in Vietnam 11. Summarize the long lasting effects on both the United States and Vietnam after the war 	
<p>L. To identify events that changed the way Americans viewed the presidency.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Summarize the successes and failures of the Nixon administration 2. Identify the challenges faced by President Ford and his administration's attempts to resolve them 	
<p>M. To show how major national and international events affected the nation.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the problems of the Carter administration 2. Explain how President Carter's policies demonstrated a shift in U.S Cold War policy 3. Explain how the growing conservative movement helped reshape American politics 4. Summarize President Reagan's plan for the United States when he took office 5. Evaluate President Reagan's policy against détente in dealing with the Soviet Union 6. Summarize the events in the Soviet Union that ended the Cold War 7. Assess the events that caused the Cold War 8. Compare and contrast the administrations of President Reagan and President George H.W. Bush (chart, table, essay, etc.) 9. Describe the election of 1992 10. Assess President Clinton's label of a "New Democrat" 11. Summarize the controversial election of 2000 12. Explain the goal of George W. Bush's No Child Left Behind program 13. Identify policies of the United States that promoted change in South Africa, China and Cuba during this time 14. Assess why the Middle East has been an interest to the United States 15. Summarize the conflict between Jews and Arabs in the 	<p style="text-align: center;">New Directions – A Changing World Climate (May/June)</p>

<p>Middle East 16. Explain the causes and results of the 1991 Persian Gulf War</p>	
<p>N. To identify the challenges faced by the United States in the 21st Century.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the roots of terrorism 2. Explain what happened in the United States on September 11, 2001 3. Summarize the steps taken by the United States in its war on terror 4. Identify the reasons how the United States became involved in wars in Afghanistan and Iraq 5. Analyze the wars in Afghanistan and Iraq as just or unjust war 6. Describe the controversy surrounding the 2004 presidential election 7. Describe economic globalization and the role of the United States 8. Summarize the issues raised by people in the environmental movement 9. Identify the energy problem and alternatives to resolve the need 10. Identify the impact of computer technology on daily life 11. Describe scientific advances made in medical technology and the moral issues raised by them 12. Explain the impact of an older, more diverse population in the United States 13. Identify the expanding role of African American, women and Native Americans 14. Describe issues that are affecting American schools and families 	

GRADES SEVEN/EIGHT GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through the study of the world and its people, the student will:

- I. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- II. Use mental maps to organize information about people, places and environments in a spatial context
- III. Analyze the spatial organization of people, places, and environments on Earth's surface
- IV. Understand the physical and human characteristics of places
- V. Understand how people create regions to understand the Earth's complexity
- VI. Understand how culture and experience influence people's perception of places and regions
- VII. Understand the physical process that shape the patterns of the Earth's surface
- VIII. Understand the characteristics and spatial distribution of ecosystems on Earth's surface
- IX. Understand the characteristics, distribution and migration of human populations on the Earth's surface
- X. Understand the characteristics, distribution, and complexity of Earth's cultural mosaics
- XI. Describe the patterns and networks of economic interdependence on earth's surface
- XII. Understand the processes, patterns and functions of human settlement
- XIII. Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface
- XIV. Understand how human actions modify the physical environment
- XV. Understand how physical systems affect human systems
- XVI. Understand the changes that occur in the meaning, use, distribution and importance of resources
- XVII. Develop a sense of global awareness
- XVIII. Apply the principles of Catholic social teaching to global events and conflicts and to the use and distribution of resources
- XIX. use and distribution of resources
- XX. Understand their location in relationship to other areas of the world
- XXI. Appreciate the relationship between and among people, places and environment
- XXII. Preserve and safeguard the natural resources of the planet

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
<p>A. To use appropriate tools and technologies to acquire, process, and report information from a spatial perspective in the study of world regions</p>	
<p>ENABLING OUTCOMES</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the characteristics of maps and different map projections and use scale, directional indicators, and compass rose in reading maps in the study of: <ol style="list-style-type: none"> a. Canada and the U.S. b. Latin America c. Europe d. Russia and Northern Eurasia e. Africa f. Asia g. Australia, Oceania, and Antarctica 2. Use different scales in creating maps 3. Create, use, and interpret data bases, charts, and tables (census and land use data and topographic information) 4. Use text and electronic thematic maps and graphs (e.g., population patterns, economic features, migration patterns, rainfall, etc.) in the study of: <ol style="list-style-type: none"> a. Canada and the U.S. b. Latin America c. Europe d. Russia and Northern Eurasia e. Africa f. Asia g. Australia, Oceania, and Antarctica 5. Interpret models of earth-sun relationships and explain seasons, revolution and rotation of the earth 6. Using latitude and longitude locate specific locations in: <ol style="list-style-type: none"> a. Canada and the U.S. b. Latin America c. Europe d. Russia and Northern Eurasia e. Africa f. Asia g. Australia, Oceania, and Antarctica 7. Compare and contrast land and water (chart, table, etc.) 8. Use appropriate media resources to answer specific questions 	

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

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

<ul style="list-style-type: none"> ○ Russia and Northern Eurasia ○ Africa ○ Asia ○ Australia, Oceania and Antarctica <p>5. Identify imports and exports of a variety of countries</p> <ul style="list-style-type: none"> ○ Canada and the U.S. ○ Latin America ○ Europe ○ Russia and Northern Eurasia ○ Africa ○ Asia ○ Australia, Oceania and Antarctica <p>6. Explain the balance of trade</p> <p>7. Trace the spread of language, religion, customs and culture from one part of the world to another as part of the study of</p> <ul style="list-style-type: none"> ○ Canada and the U.S. ○ Latin America ○ Europe ○ Russia and Northern Eurasia ○ Africa ○ Asia ○ Australia, Oceania and Antarctica <p>8. Read, identify, interpret, and create a variety of thematic maps (e.g., population distribution and density, ethnicity, resource, language, etc.)</p> <p>17. Compare and contrast information found on different types of maps, electronic and text (chart, table, essay, etc.)</p>	
<p>D. To recognize and interpret the physical and human characteristics of places.</p>	
<p>The student will:</p> <p>1. Distinguish the difference between location and place</p> <p>2. Demonstrate how maps show changes over time in various areas of:</p> <ul style="list-style-type: none"> ○ Canada and the U.S. ○ Latin America ○ Europe ○ Russia and Northern Eurasia ○ Africa ○ Asia ○ Australia, Oceania and Antarctica <p>3. Use a variety of tools to identify and compare the physical characteristics of place as part of the study of:</p> <ul style="list-style-type: none"> ○ Canada and the U.S. ○ Latin America ○ Europe ○ Russia and Northern Eurasia 	

- Africa
 - Asia
 - Australia, Oceania and Antarctica
4. **Develop** and **test** hypotheses regarding ways in which the location, building styles, and other characteristics of place are shaped by natural hazards (i.e., fault zones, earthquakes, floods, etc.) in the study of:
 - Canada and the U.S.
 - Latin America
 - Europe
 - Russia and Northern Eurasia
 - Africa
 - Asia
 - Australia, Oceania and Antarctica
 5. **Compare** religion and education by using maps and other tools to **identify** human characteristics and place (i.e., language, politics, population, land use, levels of technology, etc.) using charts, tables, essays, etc.
 6. **Use** a variety of visual media (maps, globes, satellite images, photos, videos) to **develop** hypotheses about similarities and cultural ethnicity of place
 7. **Use** visual media to **make** inferences about the causes and effects of change over time
 8. **Analyze** the effects of different population growth on place
 9. **Compare** maps of regions over a period of time and make inferences about changes
 10. **Identify** the names of particular places and explain the perspective of different names (e.g., Arabian Sea – Persian Gulf)
 18. **Recognize** and **compare** and **contrast** place names over time (i.e., Formosa-Taiwan; Palestine, Israel, Occupied Territory, Russia- USSR) (chart, table, essay, etc.)
 11. **Recognize** disputed areas of the world

<p>E. To recognize that characteristics of regions have led to regional labels and that people create regions to interpret Earth's complexity.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain why and how geographers create and use regions as organizing concepts 2. Identify various regions on a map or globe (continents, hemispheres, etc.) 3. Determine factors that lead to regional change, economic development, migration, and media image in the study of: <ul style="list-style-type: none"> ○ Canada and the U.S. ○ Latin America ○ Europe ○ Russia and Northern Eurasia ○ Africa ○ Asia ○ Australia, Oceania and Antarctica 4. Demonstrate how physical and human connections exist between regions 5. Use cultural clues such as food preferences, language use, and customs to explain how migration creates cultural ties between regions 6. Analyze the importance of trade and other connections between regions in the U.S. and the world using a variety of maps, graphs, and media 7. Identify regional labels that reflect changes in perception (i.e., Mideast, Far East) 	
<p>F. To understand how culture and experience influence people's perception of places and regions.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare ways in which people of different cultures define, build, and name places and regions 2. Trace the role of technology in changing culture groups' perception of their physical environments (e.g., healthcare, developing nations) 3. Give examples of how, in different regions of the world, religion and other belief systems influence traditional attitudes toward land use 4. Use photos to make association between landmarks, buildings, and structures that represent or symbolize a city (e.g., Golden Gate Bridge, Sydney Opera House) 5. Explain how cultural characteristics unite or divide regions 	

<p>G. To understand the physical processes that shape the patterns of the Earth's surface.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify the pattern of oceanic currents and their influence on weather and climate 2. Explain the distribution of the major climatic realms along with their related vegetation and soils 3. Identify weather fronts, air masses, relative humidity, precipitation, and other elements of basic meteorology 4. Describe the distribution of nonrenewable resources as metals, fossil fuels and others 5. Describe the distributions of valuable soils for agriculture and the reasons for its value 	
<p>H. To describe the characteristics and spatial distribution of ecosystems on Earth's surface.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the various ecosystems which exist as determined by climate and topography 2. Analyze the effect of human beings on the environment especially in terms of introduced species and pests 3. Examine land use demands on wetlands and other key natural formations 4. Describe the impact of the various lands uses of the world and how they may affect the environment in ways that are unfamiliar to the developed nations 	
<p>I. To understand the characteristics, distribution, and migration of human populations on the Earth's surface.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare population growth in developing and developed countries 2. Analyze demographic transition 3. Identify the causes and effects of migration streams 4. Identify and explain how physical and other barriers can impede the flow of people 5. Explain how the movement of people can alter the character of a place 	

<p>J. To understand the characteristics, distribution, and complexity of the Earth's cultural diversity.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain the presence of ethnic enclaves in cities resulting from voluntary or forced migration 2. Identify and describe the distinctive cultural landscapes associated with migrant populations 3. Describe and explain the significance of patterns of cultural diffusion in the creation of Earth's cultural diversity 	
<p>K. To identify and explain the patterns and networks of economic interdependence on Earth's surface.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Define primary, secondary, and tertiary economic activities 2. Use data to list major U.S. imports and exports in a given year, map the locations of countries trading with the United States in those goods, identify trading patterns, and suggest reasons for those patterns 3. Examine the impact of wars, crop failures, and labor strikes on people in various parts of the world 4. Identify the locations of economic activities in the student own community or another community and evaluate their impact on surrounding areas 5. Analyze the economic and social impacts on a community when an economic activity leaves and moves to another place 6. Suggest reasons and consequences for countries that export mostly raw materials and import mostly fuels and manufactured goods 	
<p>L. To identify and understand the processes, patterns, and functions of human settlement.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. List, define and map major agricultural settlement types, such as plantation, subsistence farming, truck farming communities 2. Identify the factors involved in the development of cities 3. Describe why people find urban centers to be economically attractive, such as business and entrepreneurial opportunities, access to information and other resources 	

<p>M. To understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify different service, political, social and economic divisions of the world in which the student functions 2. Explain the reasons for conflicts over the use of land and propose strategies to shape a cooperative solution 3. Explain how the shape of a country may affect political cohesiveness 4. Explain factors that contribute to political conflict in specific countries 	
<p>N. To understand how human actions modify the physical environment.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the consequences of human modification of the physical environment 2. Analyze how environmental changes made in one area affect another 3. Identify the consequences of intended and unintended outcomes of major technological changes in human history 4. Describe the role of technology in changing the physical environment of agricultural activities 	
<p>O. To understand how physical systems affect human systems.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe how agricultural production systems in different kinds of environments vary 2. Analyze how environment is taken into account in deciding locations of human activities 3. Analyze the relationship between humans and natural hazards 	
<p>P. To understand the changes that occur in the meaning, use, distribution and importance of resources.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Interpret pattern maps of resources, such as natural gas, petroleum, coal, and iron ore 	

<ol style="list-style-type: none"> 2. Interpret dot or symbol maps of resources such as diamonds, silver, gold, copper, and other resources 3. Analyze and describe world patterns of resource distribution general terms 4. Explain the relationship between standard of living and the quality and quantity of resources available within a country, especially energy resources 5. Describe a variety of mining operations such as strip mining, offshore oil drilling, etc 	
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RESOURCES	
Publishers Websites:	
http://earth.google.com/earth4.html	www.scholastic.com
www.eduplace.com	www.scottforesman.com
www.harcourtschool.com	www.mhschool.com

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

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

- Living the Gospel of Life: A Challenge to American Catholics (USCCB, 800/235-8722) Calls U.S. Catholics to recover their identity as followers of Jesus Christ and to be leaders in the renewal of U.S. respect for the sanctity of life.
- Sharing the Light of Faith: An Official Commentary (USCCB, Department of Education, 800/235-8722) Chapter VII explores Catholic social teaching and guidelines on catechesis for social ministry.
- Confronting a Culture of Violence: A Catholic Framework for Action (USCCB, 800/235-9722) This statement recognizes programs in dioceses, parishes and schools across the country.
- Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy by the U.S. bishops (USCCB, 800/235-8722) Resources such as posters and suggestions for using the pastoral letters in the classroom.
- Renewing the Earth (National Catholic Rural Life Conference, 515/270-2634) Study guides for children, teens and adults on the bishops' environment statement. Materials for Classroom and Small Groups
- In the Footsteps of Jesus: Resource Manual on Catholic Social Teaching (USCCB, 800/253-8722) Provides background reading, lesson plans for all ages, camera-ready resource, and other tools. Designed to be used with the video, *In the Footsteps of Jesus*.
- From the Ground Up: Teaching Catholic Social Principles in Elementary Schools (National Catholic Education Association, 202/337-6232) A faculty preparation guide that includes a process for faculty development and sample activities for sharing the seven key themes of Catholic social in grades K through 8.
- Excerpts from Sharing Catholic Social Teaching (USCCB, 800/253-8722) An easy to distribute card summarizing the seven themes of Catholic social teaching. Also available as a poster.
- Making a Place at the Table (USCCB, 1/800235-8722) A brief, compelling, four-panel brochure summarizing the bishops' statement on poverty.
- That's Not Fair! (Tom Turner, Bishop Sullivan Center, 816-231-0984) A complete kit with exercises and handouts to teach middle school students about Catholic social doctrine, culminating in an advocacy/lobbying project on a social justice issue.
- Lesson Plans on Poverty (www.povertyusa.org). Lesson plans for grades K-12 and adults developed by the Catholic Campaign for Human Development.
- A Catholic Framework for Economic Life (USCCB, 800/235-8722) A card containing ten key principles of Catholic social teaching on economic life.

- Catholic Call to Justice: An Activity Book for Raising Awareness of Social Justice Issues (www.usccb.org/CCHD) A lesson plan designed for ages 14-22 to experience through an obstacle course the major themes of Catholic social teaching.
- Teaching Resources on Sweatshops & Child Labor (Diocese of Newark, 973-497-4000) A complete kit including video, background materials, and classroom exercises and handouts to help educators teach about sweatshops and child labor.
- Integrating Catholic Social Teaching in the High School Curriculum: English and Religion (University of St. Thomas, 651-962-5712) A curriculum resource developed by Catholic high school educators.
- Building God's Kingdom: Implementing Catholic Social Teaching—Resources and Activities for Grades K – 12 (Religious Education Dept., Diocese of Toledo, 419/244-6711) Resources for schools and religious education programs.
- A Good Friday Appeal to End the Death Penalty (USCCB, 800/235-8722) A brochure containing the U.S. bishops' 1999 statement urging abolition of the death penalty.
- Sharing the Tradition, Shaping the Future (Catholic Campaign for Human Development, 800/541-3212). A small group workbook on seven themes of Catholic social teaching.
- Educating for Peace and Justice: Religious Dimensions, Grades 7-12 and Grades K-6 by James McGinnis (Institutes for Peace and Justice, 314/533-4445)
- Food Fast (Catholic Relief Services, 800/222-0025) Free materials include a detailed coordinator's manual with an outline for a 24-hour fast and activities that can be used in a classroom setting to explore issues of hunger and poverty.
- Math for a Change/Math for a World that Rocks (Mathematical Teachers' Association, 847/827-1361) Two booklets that use situations of injustice to apply or illustrate mathematics for grades 8-12.
- Offering of Letters Kit and other resources (Bread for the World, 301/608-2400)
- Operation Rice Bowl (Catholic Relief Services, 800/222-0025) Lenten program of fasting, education, almsgiving and prayer. The free materials include a video and religious educator's guide.
- Videos *In the Footsteps of Jesus* (USCCB, 800/235-8722) Part I (9 minutes): A compelling overview of seven key themes of Catholic social teaching. Part II (19 minutes): A more in-depth illustration of the seven themes highlighting people who have lived them.

- Faithful Citizenship (USCCB, 800/235-8722) Great for small groups and classes, an appealing video message about the Catholic tradition of political responsibility.
- Global Solidarity (USCCB, 800/235-8722) The U.S. bishops' message of solidarity with our brothers and sisters throughout the world.
- Sisters and Brothers Among Us (Catholic Campaign for Human Development, 202/541-3212) A 16-minute video that tells the story of poverty through the faces and voices of the poor.

Web Sites –

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