

SOCIAL STUDIES CURRICULUM



DIOCESE OF PHOENIX
CATHOLIC SCHOOLS OFFICE

2024

SOCIAL STUDIES CURRICULUM

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Special thanks and recognition go to the Archdiocese of Chicago, Philadelphia and Washington D.C. as well as Arizona State Standards. Their work has been the inspiration for these standards.

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Philosophy and Goals

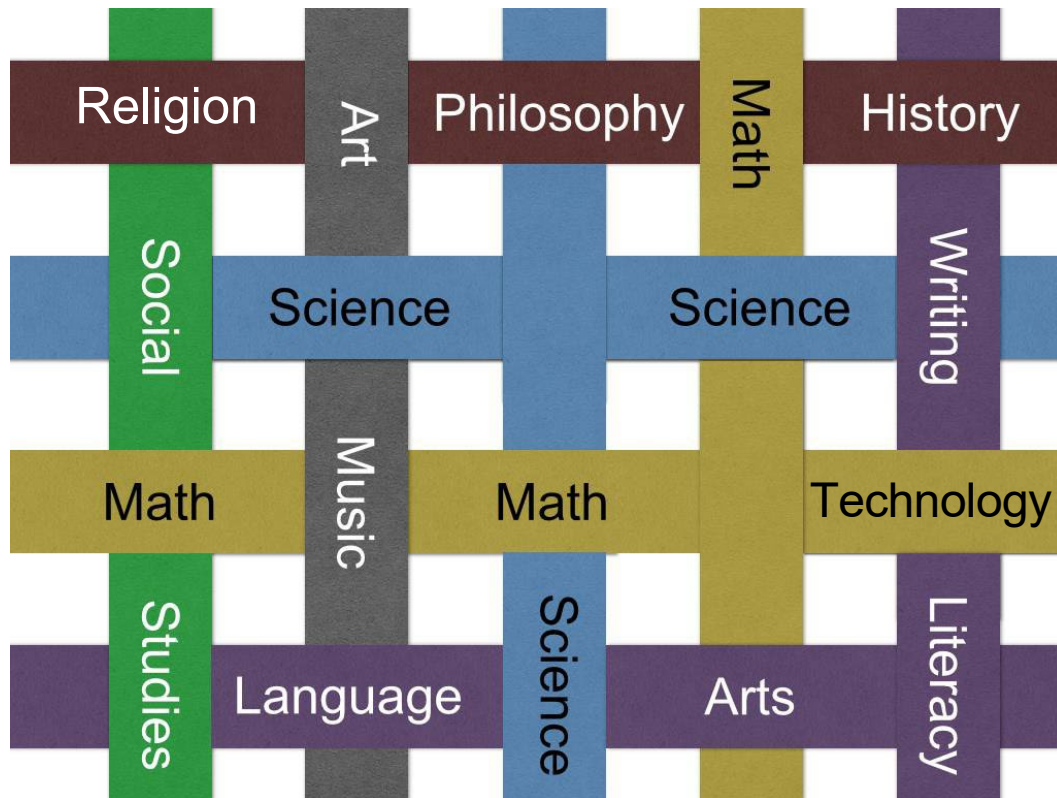
The teachers of Social Studies support a curriculum that guides the development of citizens who will uphold democratic principles and develop their abilities to think critically and logically. The curriculum emphasizes our Catholic global awareness of the sacredness of all human life, and our responsibility to become ethical, involved, participating members of our society. We seek to develop future global leaders who will serve the Church, the nation, and the world within the framework of Gospel values. It is our hope that students will enter public life as community leaders to act on our Catholic faith and moral convictions, to share our experience in serving the poor and vulnerable, and to participate in the dialogue over our nation's future. Students must develop skills to help them know and understand social studies and apply problem-solving strategies for the essential questions of today and tomorrow. These skills, grounded in Catholic teaching, will enable students to cope with problems using sound reason, empirical evidence, and good judgment. Students are to be socially-conscious citizens who will work to maintain the stability of family, protect the environment, sustain just government systems, and develop a love for God and all God's creations.

The goals of the diocesan social studies curriculum standards are:

- to nurture well-developed values based on Catholic teachings and democratic principles;
- to understand how the actions of people throughout history have caused social, economic, and global problems;
- to develop an awareness of how people throughout history have solved social, economic, and global problems;
- to increase and apply geographic knowledge to the formation of the world today;
- to help form articulate, socially-conscious citizens who will work for peace and social justice in the world;
- to produce moral Catholic leaders well versed in contemporary issues; and
- to help form critical thinkers who make unbiased decisions based on facts.

Curriculum Design Philosophy Statement

The Social Studies Curriculum Committee believes that Social Studies can be creatively intertwined in many other subject areas so that students receive a practical and applicable understanding of history, geography, government, and economics. We encourage teachers to think about curriculum design as layered and integrated, never isolated and compartmentalized.



Standards Coding

Each grade level includes 5 standard categories: Catholic Identity (CI), History (H), Geography (G), Government (GOV) and Economics (E). Each standard is marked with the appropriate grade level, standard category, and identifying number within the category.

Example: **5.CI.6** translates to Grade 5, Catholic Identity category, standard 6

Standards and Benchmarks for effective Catholic Elementary and Secondary Schools

Academic Excellence:

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium, 2005*).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

Standard 7: The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

BENCHMARKS:

7.1	The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
7.2	Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
7.3	Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical and moral evaluators, problem solvers, decision makers, and socially responsible citizens.
7.4	Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
7.5	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
7.6	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible.
7.7	Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
7.8	The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
7.9	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
7.10	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices. **BENCHMARKS:**

8.1	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
8.2	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
8.3	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
8.4	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
8.5	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

Standard 9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life. **BENCHMARKS:**

9.1	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.
9.2	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
9.3	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

Kindergarten Social Studies Standards

DOMAIN:			
Code: CI	Strand: Catholic Identity	Rating	Completed
K.CI.1	Describe the rights and responsibilities of individuals as God's creation (i.e., elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated).	Priority	
K.CI.2	Show respect for all people and the environment.	Priority	
K.CI.3	Understand that aggression is an inappropriate response to conflict.	Priority	
K.CI.4	Name each family member and the role they play in the student's life.	Priority	
K.CI.5	Recognize that families have a history of past members, events, and customs (i.e., religion, Catholic Traditions).	Supporting	
Code: H	Strand: History	Rating	Completed
K.H.1	Begin to identify famous people related to historical events.	Priority	
K.H.2	Identify yesterday, today, tomorrow, the days of the week and months of the year.	Priority	
K.H.3	Introduce the interaction of Native Americans with the Pilgrims.	Priority	
K.H.4	Relate history to personal experiences (i.e., when I was little).	Priority	
Code: G	Strand: Geography	Rating	Completed
K.G.1	Understand that maps and globes are important tools	Priority	
K.G.2	Look at a map of a familiar place (classroom or playground).	Priority	
K.G.3	Learn basic directions such as up, down, left, right, near, far	Priority	
K.G.4	Recite address: city, state, and phone number.	Priority	
K.G.5	Locate Arizona on a map of the United States.	Priority	
Code: GOV	Strand: Government	Rating	Completed
K.GOV.1	Practice examples of democracy in action (i.e., voting, making classroom rules).	Priority	
K.GOV.2	Recognize the reason for following rules at home and school.	Priority	
K.GOV.3	Identify community helpers and authoritative figures at home, school, and community.	Priority	
K.GOV.4	Discuss the importance of students contributing to their community.	Priority	
Code: E	Strand: Economics	Rating	Completed
K.E.1	Identify the difference between basic needs and wants in everyday life and within our families	Priority	
Code: GC	Strand: K-4 General Concepts in Social Studies	Rating	Completed
K-4.GC.1	Place historical events and important life events in chronological order on a timeline.	Priority	
K-4.GC.2	Use primary sources to research and study people and events of the past.	Priority	

K-4.GC.3	Use information from the media to discuss current events	Priority	
K-4.GC.4	Recognize the significance of American individuals, events, and symbols as they occur throughout the school year (i.e., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).	Priority	
K-4.GC.5	Identify and discuss the possible consequences of violating rules and laws.	Priority	
K-4.GC.6	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).	Priority	
K-4.GC.7	Study and develop maps in relation to specific events, landmarks, and class content.	Priority	
K-4.GC.8	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Supporting	
K-4.GC.9	<ul style="list-style-type: none"> a. Interpret political and physical maps using the following map elements: title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion) 	Priority	

Progression Map for K-4

Progression for American Symbols and Traditions

- K: Identify and recognize the American Flag and the Statue of Liberty.
Recite the Pledge of Allegiance.
Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.
Identify and recognize the state flag of Arizona.
Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
Understand the meaning of the American Flag (what the stars and stripes mean).
Understand the meaning of the Pledge of Allegiance.
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.
Recognize the Seal of the United States.
Know all the states and capitals.
Know the governor of the state.
Recognize National Landmarks throughout the country.
Understand the meaning of the Arizona state flag.
Recognize the current President.

Grade 1 Social Studies Standards

Being a Member of the Family, Community, and World A Member of Families, Communities, and the World: First graders will build an understanding of their role as part of our world, as members of families, the Catholic church, communities, and countries by exploring history, culture, and geography.

DOMAIN: Catholic Identity			
Code:	Strand:	Rating	Completed
1.Cl.1	Begin to recognize cultural backgrounds of families, their roles, and how families contribute to communities.	Priority	
1.Cl.4	Understand families have a history of past members, events, and customs	Supporting	
1.Cl.5	Learn about the diversity of observances in different cultures (i.e., Dia de Los Muertos)	Supporting	
1.Cl.6	Discuss elements of culture (i.e., food, clothing, housing, sports, holidays) of a community	Supporting	
1.Cl.7	Study how families learn and become aware of events and issues in the community	Supporting	
1.Cl.8	Understand that class and family rules provide protection and fairness	Supporting	
1.Cl.10	Become aware of who our Bishop and church leaders are within our diocese.	P/S	
1.Cl.12	Study how we as Catholics are called to service within our community and to serve those who are in need in our community	Supporting	
Code:	Strand: History	Rating	Completed
1.H.4	Begin to identify famous people in American history	Priority	
1.H.5	Commemorate American historical events (i.e., 9/11, Veteran's Day, Columbus Day)	Priority	
1.H.6	Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (Egypt).	Supporting	
1.H.7	Recognize that settlement led to the development of farming techniques (i.e., Nile River flooding), government (i.e., pharaohs), art/architecture (i.e., pyramids), and writing (i.e., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.	Priority	
1.H.8	Recognize that civilizations in the Americas had similar characteristics to the Egyptians.	Supporting	
1.H.9	Recognize how archaeological research adds to our understanding of the past.	Supporting	
1.H.10	Describe the interaction of Native Americans with the Spanish, the Pilgrims, and the Colonists.	Supporting	
1.H.14	Compare the way people lived in colonial times with how people live today (i.e., housing, food transportation, school).	Priority	

Code:	Strand: Geography	Rating	Completed
1.G.1	Learn basic directions such as up, down, left, and right.	Priority	
1.G.6	Know that symbols stand for real objects and learn to use simple map keys	Priority	
1.G.7	Construct a map of a familiar place (i.e., classroom, bedroom, playground) that includes symbols, and key/legend.	Priority	
1.G.9	Locate Arizona and Phoenix on a map of the United States	Priority	
1.G.17	Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.	Priority	
1.G.18	Identify ways (i.e., clothing, housing, crops) humans adapt to their environment.	Priority	
Code:	Strand: Government	Rating	Completed
1.GOV.5	Practice examples of democracy in action (i.e., voting, making classroom rules).	Priority	
1.GOV.6	Identify examples of responsible citizenship in the school setting and in stories about the past and present.	Priority	
1.GOV.8	Discuss the importance of students contributing to a community (i.e., helping others, working together, cleaning up the playground).	Priority	
Code:	Strand: Economics	Rating	Completed
1.E.1	Discuss the difference between basic needs and wants in everyday life and within our families	Priority	
1.E.2	Recognize that people need to make choices because of limited resources	Supporting	
1.E.3	Recognize that some goods are made locally, and some are made elsewhere.	Supporting	
1.E.4	Recognize that people are buyers and sellers of goods and services	Priority	
1.E.5	Describe how people earn a living in the community and the places they work	Priority/ Supporting	
Code: GC	Strand: K-4 General Concepts in Social Studies	Rating	Completed
K-4. GC.1	Place historical events and important life events in chronological order on a timeline.		
K-4. GC.2	Use primary sources to research and study people and events of the past		
K-4.GC.3	Use primary sources to research and study people and events of the past		
K-4.GC.4	Recognize the significance of American individuals, events, and symbols as they occur throughout the school year (i.e., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).		
K-4.GC.5	Identify and discuss the possible consequences of violating rules and laws.		

K-4.GC.6	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).		
K-4.GC.7	Study and develop maps in relation to specific events, landmarks, and class content.		
K-4.GC.8	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates)		
K-4.GC.9	Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion).		

Progression Map for K-4

Progression for American Symbols and Traditions

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Recite the Pledge of Allegiance.
Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.
Identify and recognize the state flag of Arizona.
Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
Understand the meaning of the American Flag (what the stars and stripes mean).
Understand the meaning of the Pledge of Allegiance.
Learn the National Anthem and “America the Beautiful.”
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.
Recognize the Seal of the United States.
Know all the states and capitals.
Know who the governor of the state is.
Recognize National Landmarks throughout the country.
Understand the meaning of the Arizona state flag.
Recognize the current President.

Grade 2 Social Studies Standards

DOMAIN:			
Code:	Strand: Social Justice and Catholic Identity	Rating	Complete
2.CI.1	Identify groups/communities to which we belong.	Priority	
2.CI.2	Compare Communities from different parts of the world.	Priority	
2.CI.3	People work together in groups to solve problems and achieve common goals.	Priority	

2CI.4	Recognize holidays and traditions that are different from their own.	Priority	
2.CI.5	Recognize individuality in cultures.	Priority	
2CI.6	Become good stewards of Earth's natural resources.	Priority	
2.H.1	Study Native-American cultures and civilizations and how they changed over time.	Priority	
2.H.2	Recognize American colonists and Native American groups lived in the areas of the thirteen colonies that was ruled by England.	Supporting	
2.H.3	Recognize the colonists' dissatisfaction with England's rule as a key issue that led to the Revolutionary War.	Priority	
2.H.4	Recognize that the United States became an independent country because of the Revolutionary War.	Priority	
2.H.5	Introduce the creation of the Constitution and Bill of Rights as the foundation of our government.	Priority	
2.H.6	Identify reasons for immigration to the United States.	Priority	
2.H.7	Identify reasons why Americans moved West to territories or unclaimed land.	Supporting	
2.H.8	Discuss the experiences of the pioneers as they journeyed west to settle new lands (i.e., new forms of transportation, communication, etc.).	Priority	
2.H.9	Discuss the effects of Westward Expansion on Native Americans.	Priority	
Code:2.G	Strand: Geography	Rating	Complete
2.G.1	Use the North and South Poles and Equator as reference points to locate places on a map.	Supporting	
2.G.2	Construct and interpret maps, charts, and graphs.	Priority	
2.G.3	Construct a map of a familiar place that includes a title, compass rose, symbols, key, human and physical features.	Priority	
2.G.4	Know the physical and human characteristics of local community (neighbors, schools, parks, shopping areas, airports, museums, sports stadium).	Supporting	
2.G.5	Locate other countries or communities as they are studied in the social studies curriculum in other subject areas.	Supporting	
2.G.6	Discuss physical features/landforms (i.e., mountains, rivers, deserts, islands, plateaus, etc.) in the world.	Priority	
2.G.7	Discuss housing and land use in urban and rural communities.	Supporting	
2.G.8	Discuss the major economic activities and land use (i.e., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	Priority	
2.G.9	Describe elements of culture (i.e., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.	Priority	
2.G.10	Recognize the connections between city, state, country, and continent.	Priority	
2.G.11	Discuss geographic concepts related to current events.	Supporting	

DOMAIN: Government			
Code:	Strand:	Rating	Completed
2.GOV.1	Recognize that despite cultural differences, Americans share common principles, goals, customs, and traditions.	Priority	
2.GOV.2	Introduce the three branches of national government as represented by the President, Congress, and the Supreme Court.	Supporting	
2.GOV.3	Identify current political leaders of the state and nation: a. President of the United States b. Governor of Arizona c. local leaders (i.e., tribal council, mayor).	Priority	
2.GOV.4	Understand people vote to put leaders in office for a determined amount of time.	Priority	
2.GOV.5	Recognize how Arizona and the other states combine to make a nation.	Priority	
2.GOV.6	Explain the concept of a democracy.	Priority	
2.GOV.7	Identify rules that help people work and live in society.	Priority	
2.GOV.8	Describe the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated. b. importance of participation and cooperation in a classroom and community. c. why we have rules and the consequences for violating them. d. responsibility of voting.	Priority	
2.GOV.9	Identify traits of character: (i.e., honesty, courage, cooperation, and patriotism) that are important to the preservation and improvement of community/democracy.	Priority	
Code: 2.E	Strand: Economics	Rating	Completed
2.E.1	Determine how people make choices to spend their earnings on needs and wants.	Supporting	
2.E.2	Identify differences among natural resources (i.e., water, soil, and wood), human resources (i.e., people at work), and capital resources (i.e., machines, tools, and buildings).	Supporting	
2.E.3	Recognize that people trade for goods and services.	Priority	
2.E.4	Compare the use of barter and money in the exchange for goods and services (i.e., trade a toy for candy, buying candy with money).	Priority	
2.E.5	Recognize that some goods are made in the local community, and some are made in other parts of the world.	Supporting	
2.E.6	Discuss how people can be both producers and consumers of goods and services.	Priority	
2.E.7	Identify jobs that provide goods and services for communities.	Priority	
2.E.8	Identify that jobs provide income for families.	Priority	

2.E.9	Explore various professions, jobs, and volunteer services in communities.	Priority	
2.E.10	Discuss costs and benefits of personal savings.	Supporting	
K-4	K-4 General Concepts in Social Studies		
K-4.GC.1	Place historical events and important life events in chronological order on a timeline.	Priority	
K-4.GC.2	Use primary sources to research and study people and events of the past.	Priority	
K-4GC.3	Use information from the media to discuss current events.	Supporting	
K-4GC.4	Recognize the significance of American individuals, events and symbols as they occur throughout the school year (i.e., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).	Priority	
K-4GC.5	Identify and discuss the possible consequences of violating rules and laws.	Supporting	
K-4GC.6	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).	Priority	
K-4GC.7	Study and develop maps in relation to specific events, landmarks, and class content.	Priority	
K-4GC.8	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Supporting	
K-4GC.9	Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion)	Priority	

Supplemental texts that complement each category

History

Martin's Big Words by Edith Kunhardt

People of the Breaking Day by Marcia Sewall

Candy Shop by Jan Wahl

Geography

Across America, I Love You by Christine Loomis

Geography From A to Z by Jack Knowlton

Government

We the Kids by David Catrow
 Honest Abe by Edith Kunhardt
 Journey Around Washington D.C. by Martha Zschock
 Economics
 Boom Town! By Sonia Levitin
 Round and Round the Money Goes by Melvin Berger
 Field Trip Suggestion: Pioneer Village (<http://www.pioneeraz.org/>)

Progression Map for K-4

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 Identify and recognize the state flag of Arizona.
 Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
 Understand the meaning of the American Flag (what the stars and stripes mean).
 Understand the meaning of the Pledge of Allegiance.
 Learn the National Anthem and “America the Beautiful.”
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.
 Recognize the Seal of the United States.
 Know all the states and capitals.
 Know the governor of the state.
 Recognize National Landmarks throughout the country.
 Understand the meaning of the Arizona state flag.
 Recognize the current President.

Grade 3 Social Studies Standards

History Through People and Places

Third graders will examine and evaluate history through the influences that people and places have had over time, develop and utilize map skills, and be introduced to social justice and conflict resolution. Third graders will apply their newly gained knowledge through the evaluation and creation of performance based tasks.

DOMAIN:			
Code: CI	Strand: Catholic Identity	Rating	Completed
3.CI.1	Identify character traits (i.e., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of community/democracy.	Priority	
3.CI.2	Describe the importance of students contributing to a community (i.e., service projects, cooperating, volunteering).	Priority	
3.CI.3	Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation	Priority	

	c. rules and consequences d. voting		
Code: H	Strand: History	Rating	Completed
3.H.1	Identify reasons for forming a community.	Priority	
3.H.2	Recognize how natural resources impact the founding of communities.	Priority	
3.H.3	Identify changes that take place within communities over time.	Supporting	
3.H.4	Recognize conflicts and resolutions within communities.	Supporting	
3.H.5	Identify communities of long ago and compare them to modern communities.	Supporting	
3.H.6	Discuss technological advances in transportation and communication that facilitated exploration of the New World and today.	Priority	
3.H.7	Recognize that European countries explored the New World for economic and political reasons.	Priority	
3.H.8	Introduce European explorers (i.e., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernando de Soto, Columbus, Magellan, Vasco da Gama, Balboa) and their discoveries in the New World.	Priority	
3.H.11	Discuss reasons why people left their home country to start a new life in the United States (i.e., famine, political discord, religious persecution, economic opportunity).	Priority	
3.H.12	Describe the experiences (i.e., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.	Priority	
Code: G	Strand: Geography	Rating	Completed
3.G.1	<p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River • Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital • Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures 	Priority	
3.G.2	<p>3.G2.1 Explain how people modify and adapt to the Arizona environment.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources 	Priority	

3.G.3	Introduce the five themes of geography (location, place, region, movement, human environment, and interaction).	Priority	
3.G.4	Describe changes over time in transportation (i.e., animal, boat, train, motorized vehicle, aircraft).	Priority	
3.G.5	Describe changes over time in communication networks (i.e., telegraph, telephone, postal, internet).	Priority	
3.G.6	Describe changes over time in communication networks (i.e., telegraph, telephone, postal, internet). Describe how Arizona has changed over time. • Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals		
DOMAIN:			
Code: GOV	Strand: Government	Rating	Completed
3.GOV.1	Identify and explain the roles and responsibilities of the three branches of state and national government: a. Executive b. Legislative c. Judicial	Priority	
3.GOV.2	Recognize the value of government within a community.	Priority	
3.GOV.3	Identify the basic concept of how laws are made (i.e., law proposed, discussed, amended, voted on).	Priority	
Code: E	Strand: Economics	Rating	Completed
3.E.1	Define the terms bartering/trading and supply/demand and identify their value to the growth of a community.	Priority	
3.E.2	Identify the production of goods in various communities.	Priority	
3.E.3	Identify how scarcity requires people to make choices due to their unlimited wants and needs.	Priority	
3.E.4	Identify opportunity costs in personal decision-making situations.	Priority	
3.E.5	Discuss reasons (i.e., labor, raw materials, energy resources) why some goods are made locally, and some are made in other parts of the United States and world.	Priority	
3.E.6	Discuss different ways individuals can earn money.	Priority	
3.E.7	Discuss costs and benefits of personal spending and saving choices.	Priority	
Code: GC	Strand: K-4 General Concepts in Social Studies	Rating	Completed
K-4.GC.1	Place historical events and important life events in chronological order on a timeline.		
K-4.GC.2	Use primary sources to research and study people and events of the past.		
K-4.GC.3	Use information from the media to discuss current events.		

K-4.GC.4	Recognize the significance of American individuals, events, and symbols as they occur throughout the school year (i.e., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).		
K-4.GC.5	Identify and discuss the possible consequences of violating rules and laws.		
K-4.GC.6	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).		
K-4.GC.7	Study and develop maps in relation to specific events, landmarks, and class content.		
K-4.GC.8	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).		
K-4.GC.9	Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion)		

Progression Map for K-4

Progression for American Symbols and Traditions

- K: Identify and recognize the American Flag and the Statue of Liberty.
Recite the Pledge of Allegiance.
Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.
Identify and recognize the state flag of Arizona.
Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
Understand the meaning of the American Flag (what the stars and stripes mean).
Understand the meaning of the Pledge of Allegiance.
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
Recognize 22 Native American tribes in Arizona.
- 4: Understand proper etiquette for care and handling of the American Flag.
Recognize the Seal of the United States.
Know all the states and capitals.
Know the governor of the state.
Recognize National Landmarks throughout the country.
Understand the meaning of the Arizona state flag.
Recognize the current President.

Grade 4 Social Studies Standards

DOMAIN: Catholic Identity			
Code: CI	Strand: Catholic Identity	Rating	Completed
4.CI.1	Understand and value different ethnicities and cultures.	Priority	
4.CI.2	Formulate Christian attitudes toward conflict resolution.	Priority	
4.CI.3	Recognize the Catholic influence including Missionaries in Arizona history.	Priority	
4.CI.4	4.CI.4 Identify traits of character (i.e., responsibility, respect, perseverance, loyalty, integrity, involvement, justice, and tolerance) that are important to the preservation and improvement of community/democracy.	Priority	
DOMAIN: History			
Code: H	Strand: History	Rating	Completed
4.H.1	Explain the history of the regions of the U.S.	Priority	
4.H.2	Determine the impact that various nationalities have had on the U.S.	Supporting	
4.H.3	Describe the political and economic reasons (i.e., trade routes, gold) for Spanish, English, French, and Portuguese explorations of the Americas.	Priority	
Code: AH	Strand: Arizona History	Rating	Completed
4.AH.1	Describe the legacy and cultures of prehistoric people in Arizona (Mogollon, Ancestral Puebloans (Anasazi), and Hohokam).	Priority	
4.AH.2	Identify other groups (i.e. Patayan, Sinagua, Salado) residing in the Southwest during this period.	Supporting	
4.AH.3	Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States. (Cabeza de Vaca, Estevan, Fray Marcos de Niza, Francisco Vásques de Coronado, and Cardenza).	Priority	
4.AH.4	Describe the impact of Spanish colonization on the Southwest (missions, Father Kino).	Priority	
4.AH.5	Describe the location and cultural characteristics of Native American tribes (i.e., O'odham, Apache, Hopi) during the Spanish period to present day.	Priority	
4.AH.6	Analyze and list the reasons for the influence of early American explorers in AZ.	Priority	
4.AH.7	Introduce the Mexican War and its effects on AZ.	Priority	
4.AH.8	Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.	Priority	
4.AH.9	Describe the influence of American explorers and trappers (i.e., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.	Priority	

4.AH.10	Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe Hidalgo) c. Gadsden Purchase.	Priority	
4.AH.11	Describe the conflict of cultures that occurred between settlers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. Arizona becomes a territory.	Priority	
4.AH.12	Describe the impact of Native Americans, Hispanics, and settlers on the culture of Arizona (i.e., art, language, architecture, mining, ranching).	Priority	
4.AH.13	Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory.	Supporting	
4.AH.14	Describe the economic development of Arizona: a. mining b. ranching c. farming and dams/irrigation d. tourism	Priority	
4.AH.15	Describe the impact of innovations in transportation (i.e., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.	Supporting	
4.AH.16	Identify key individuals and groups (i.e., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise, Jack Swilling) related to Arizona territorial days and early statehood.	Priority	
4.AH.17	Describe Arizona’s transition from territory to statehood: a. locations of state capital b. founding people.	Priority	
4.AH.18	Recognize that Arizona changed from a territory to a state on February 14, 1912.	Priority	
4.AH.19	Recognize the formation of Native American communities and reservations in Arizona (i.e., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	Priority	
4.AH.20	Define reservations and analyze reasons for existence of reservations in Arizona.	Supporting	
4.AH.21	Describe the impact of World War II on Arizona and its inhabitants (i.e., economic boost, military bases, Native American, Navajo code talkers, and Hispanic contributions, POW camps, relocation of Japanese Americans; i.e., limited goods, women worked in factories, increased factories, increased patriotism).	Priority	
4.AH.22	Describe changes in Arizona (i.e., population growth, economic growth, cultural diversity, civil rights) that have taken place since World War II.	Supporting	
DOMAIN: Government			
Code: AGOV	Strand: Arizona Government	Rating	Completed
4.AGOV.1	Identify and explain the functions of each branch of Arizona’s state government (recognize tribal governance).	Priority	

4.AGOV.2	Analyze and understand the importance of Arizona symbols (i.e., seal, flag, the “5 C’s”, [cotton, climate, cattle, copper, and citrus]).	Priority	
DOMAIN: Geography			
Code: G	Strand: Geography	Rating	Completed
4.G.1	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Priority	
4.G.2	Discuss geographic knowledge and skills related to current events Geography of Regions.	Priority	
4.G.3.	Identify and explain the geographic regions of the United States.	Priority	
4.G.4	Compare and contrast U.S. regions.	Priority	
4.G.5	Name and locate states, their capitals, and abbreviations.	Priority	
Code: AG	Strand: Arizona Geography	Rating	Completed
4.AG.1	Use maps to locate major physical and human features of Arizona including: Grand Canyon, Mogollon Rim, Colorado River, Gila River, and Salt River Bordering states past/present capitals of Arizona Other major cities in Arizona.	Priority	
4.AG.2	Locate, identify, and compare the regions of Arizona (plateau, mountain, and desert) including physical features and characteristics.	Priority	
4.AG.3	Locate Arizona counties in which major cities are located.	Priority	
DOMAIN: Economics			
Code: E	Strand: Economics	Rating	Completed
4.E.1	Introduce the law of supply and demand.	Priority	
4.E.2	Identify how natural resources affect the growth of different regions.	Priority	
4.E.3	Understand how regions are dependent on each other economically.	Priority	
4.E.4	Describe why state and local governments collect taxes. (i.e., schools, fire, police, libraries).	Priority	
4.E.5	Introduce profit as an incentive to entrepreneurs.	Priority	

Progression Map for K-4

Progression for American Symbols and Traditions

- K: Identify and recognize the American Flag and the Statue of Liberty.
 Recite the Pledge of Allegiance.
 Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.
 Identify and recognize the state flag of Arizona.
 Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
 Understand the meaning of the American Flag (what the stars and stripes mean).
 Understand the meaning of the Pledge of Allegiance.
 Learn the National Anthem and “America the Beautiful.”
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.

- 4: Understand proper etiquette for care and handling of the American Flag.
 Recognize the Seal of the United States.
 Know all the states and capitals.
 Know the governor of the state.
 Recognize National Landmarks throughout the country.
 Understand the meaning of the Arizona state flag.
 Recognize the current President.

Grade 5 Social Studies Standards

DOMAIN: Catholic Identity			
Code: CI	Strand: Social Justice and Catholic Identity	Rating	Completed
5.CI.1	Describe the Catholic Church's role in promoting social justice, e. g. education, option for the poor and vulnerable, human rights.	Priority	
5.CI.2	Describe the role of Catholic missionaries in the Americas.	Priority	
5.CI.3	Examine and describe the role of the Catholic Church in colonial America.	Priority	
5.CI.4	Analyze the leadership skills (noticing the needs of others, standing on the side of truth, etc.) of historical figures.	Priority	
5.CI.5	Identify how various groups (Native Americans, colonists, missionaries, etc.) cared for God's creation.	Priority	
Code: H	Strand: History	Rating	Completed
5.H.1	Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.	Priority	
5.H.2	Describe the impact of European explorers' encounters with the Aztec and Inca.	Supporting	
5.H.3	Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.	Priority	
5.H.4	Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.	Priority	
5.H.5	Explain the reasons (i.e., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.	Priority	
5.H.6	Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.	Priority	
5.H.7	Explain the significance of the following events leading to the American revolution: <ul style="list-style-type: none"> a. French and Indian War b. Proclamation of 1763 c. Tea Act d. Stamp Act 	Priority	

	<ul style="list-style-type: none"> e. Boston Massacre f. Intolerable Acts 		
5.H.8	Explain the rationale and characteristics of rebellion.	Supporting	
5.H.9	Identify the impact of the following individuals on the Revolutionary War: <ul style="list-style-type: none"> a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III 	Priority	
5.H.10	Describe how one nation evolved from thirteen colonies through the following events: <ul style="list-style-type: none"> a. Constitutional Convention b. George Washington's presidency c. creation of political parties 	Priority	
5.H.11	Compare and contrast the causes and outcomes of the American Revolution to other revolutions around the world.	Supporting	
5.H.12	Describe the following effects of European exploration, trade, and colonization on other parts of the world: sea routes to Asia <ul style="list-style-type: none"> a. colonies established and settled b. Increased power of European countries c. trade established between Europe, Africa, and the Americas d. introduction of disease and the resulting population decline of Indigenous people; (i.e., the Columbian Exchange) e. triangular trade 	Priority	
5.H.13	Describe ways in which Spain, France, and England competed for power.	Priority	
5.H.14	Explore the events of the Louisiana Purchase and Lewis and Clark's exploration.	Priority	
Code: G	Strand: Geography	Rating	Completed
5.G.1	Locate features in the world (i.e., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.	Priority	
5.G.2	Analyze the effects (i.e., economic, cultural, environmental, political) of human migration on places.	Supporting	
5.G.3	Analyze the ways European colonists and Native Americans viewed, adapted, and used the environment.	Supporting	
5.G.4	Analyze how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest, and the West.	Priority	
Code: GOV	Strand: Government	Rating	Completed

5.GOV.1	Identify the democratic principles and ideals associated with significant government documents (i.e., Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, Bill of Rights).	Priority	
5.GOV.2	Recognize the contributions and roles of the following key individuals in creating the American government. a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington	Priority	
5.GOV.3	Describe the role of town meetings and representative assemblies in colonial government.	Supporting	
5.GOV.4	Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.	Priority	
5.GOV.5	Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.	Priority	
5.GOV.6	Analyze the three branches of government and their functions involving checks and balances.	Priority	
5.GOV.7	Compare the arguments for states' rights versus the power of the federal government.	Priority	
5.GOV.8	Describe ways an individual can contribute to a school or community.	Supporting	
5.GOV.9	Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of a constitutional democracy in the United States.	Supporting	
5.GOV.10	Describe the importance of citizens being actively involved in the democratic process (i.e., primary caucus, electoral college, referendum).	Supporting	
5.GOV.11	Describe the characteristics of a monarchy and a republic.	Supporting	
DOMAIN: Economics			
Code: E	Strand: Economics	Rating	Completed
5.E.1	Describe interactions (i.e., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.	Priority	
5.E.2	Describe the importance of trading routes.	Priority	
5.E.3	Describe the causes and effects of triangular trade.	Priority	
5.E.4	Describe the opportunity costs associated with expeditions to the New World (i.e., separation from family, indentured service).	Priority	
5.E.5	Describe how specialization (i.e., division of labor) improved standards of living for early American civilizations, in the three colonial regions.	Priority	

5.E.6	Identify how free market exchange helps both buyers and sellers as in colonial trade in North America.	Supporting	
5.E.7	Interpret how trade promoted economic growth in early American history.	Priority	
5.E.8	Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	Supporting	
5.E.9	Describe how competition, markets, and prices influence peoples' behavior.	Supporting	
5.E.10	Identify how people earn income by selling their labor to businesses or governments.	Supporting	
5.E.11	Describe ways in which entrepreneurs take risks to develop new goods and services.	Supporting	
5.E.12	Describe the function of private business in producing goods and services	Supporting	
5.E.13	Understand the function of banks in providing checking accounts, savings accounts, and loans.	Supporting	
5.E.14	Explain the function of government in providing certain goods and services through taxation.	Priority	
5.E.15	Explain how the following are used to purchase goods and services: a. cash b. check c. money order d. debit card e. credit card	Priority	
Code: GC	Strand: General Concepts in Social Studies	Rating	Completed
5-8.GC.1	Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.	Priority	
5-8.GC.2	Use primary and secondary sources to research and study people and events of the past.	Priority	
5-8.GC.3	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).	Supporting	
5-8.GC.4	Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.	Supporting	
5-8.GC.5	Study and develop maps in relation to specific events, landmarks, and class content.	Priority	
5-8.GC.6	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Priority	

5-8.GC.7	Recognize the validity of different perspectives of individuals and groups throughout history.	Supporting	
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Colonization of America 13 original colonies.

Leading up to the American revolution and the conflict with Great Britain and King George.

Significance of the Declaration of Independence

American Revolution - major battles and significance

Creation of our nation's government - include Articles of Confederation and the Constitution

Westward expansion and the purchase of Louisiana territory

Map skills and being able to read latitude and longitude

Economic growth in early United States history to today.

Grade 6 Social Studies Standards

DOMAIN: World History Survey			
Code: CI	Strand: Social Justice and Catholic Identity	Rating	Completed
6.CI.1	Cultural Tradition: Identify world religions and their effects on cultural development. a. How religions demonstrate cultural diversity b. Effects on cultures c. Ethnic groups	Priority	
6.CI.2	Social justice: describe the Catholic Church's role in promoting social justice and responsibility in the past to the present times.	Priority	
6.CI.3	Church history: explain the influence of the church from the Roman Empire to the Middle Ages through the Reformation.	Priority	
6.CI.4	Stewardship: a. Analyze the leadership skills (noticing the needs of others, standing on the side of truth) of those in power in the period under study b. Analyze the care for God's creation in the period under study c. Understand that stewardship encompasses and sees the gifts in an individual that uses their time, talent, and treasure	Priority	
Code:	Strand: History	Rating	Completed
6.H.1	Early Civilizations and World in Transition: describe the lifestyles of humans in the Paleolithic and Neolithic ages.	Priority	
6.H.2	Determine how the following factors influence groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors e. religion	Priority	

6.H.3	Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus-India	Supporting	
6.H.4	Compare the forms of government in ancient civilizations (i.e., republics, democracies, and theocracies).	Priority	
6.H.5	Describe scientific and cultural advancements (i.e., networks of roads, aqueducts, art and architecture, literature and theater, mathematics, philosophy) in ancient civilizations.	Priority	
6.H.6	Identify the roles and contributions of individuals in the following ancient civilizations: a. Persia, Greece and Greek City-States (i. e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great, Cyrus the Great) b. Rome (i. e., Julius Caesar, Augustus) c. China (i. e., Di, Confucius, Sun Tzu) d. Egypt (i. e., Hatshepsut, Ramses, Cleopatra)	Priority	
6.H.7	Describe the transition from the Roman Empire to the Byzantine Empire.	Supporting	
6.H.8	Describe aspects (e. g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	Priority	
6.H.9	Describe how the Renaissance was a time of advancement in Europe.	Priority	
6.H.10	Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther	Supporting	
6.H.11	Describe how new ways of thinking in Europe during the Reformation fostered changes in society.	Supporting	
6.H.12	Describe the Catholic Church's role in the following activities during the Middle Ages: a. Crusades b. Inquisition c. Education d. Government e. Spread of Christianity	Supporting	
6.H.13	Discuss life in Europe during the Middle Ages.	Priority	
6.H.14	Describe the transition from feudalism to nationalism at the end of the Middle Ages.	Supporting	

6.H.15	Identify patterns of economic interaction between countries and cultures and describe how trade routes led to the exchange of ideas (i.e., religion, scientific advances, literature) between Europe, Asia, Africa, and the Middle East during the 15th and 16th centuries. a. Desire for new routes to the Indies	Supporting	
Code:	Strand: Geography	Rating	Completed
6.G.1	Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	Supporting	
6.G.2	Locate physical and human features (i.e., significant waterways, mountain ranges, cities, countries) of the world on the map.	Priority	
6.G.3	Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.	Supporting	
6.G.4	Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions (i.e., human dependence on natural resources, intended and unintended consequences of human modification).	Priority	
6.G.5	Interpret the demographic structure of places and regions using a population pyramid.	Priority	
6.G.6	Compare and contrast cultural norms that influence different social, political, and economic activities of men and women.	Supporting	
6.G.7	Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.	Priority	
6.G.8	Describe the intended and unintended consequences of human modification (i.e. irrigation, aqueducts, canals) on the environment.	Priority	
6.G.9	Explain how changes in the natural environment (i.e., flooding of the Nile) can increase or diminish its capacity to support human activities.	Priority	
6.G.10	Identify the way humans respond to/prepare for natural hazards (i. e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	Supporting	
Code:	Strand: Government	Rating	Completed
6.GOV.1	Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.	Priority	
6.GOV.2	Describe the impact of the Roman Republic on ancient Romans and how it relates to current forms of government.	Priority	
6.GOV.3	Government Systems of the World: Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. communism	Priority	

Code:	Strand: Economics	Rating	Completed
6.E.1	Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	Supporting	
6.E.2	Determine how scarcity, opportunity costs, and trade-offs influence decision making.	Supporting	
6.E.3	Explain why specialization improves standards of living.	Supporting	
6.E.4	Compare how money, as opposed to barter, facilitates trade.	Supporting	
6.E.5	Explain how trade promotes economic growth throughout world regions.	Supporting	
Code:	Strand: 5-8 General Concepts in Social Studies	Rating	Completed
5-8.GC.1	Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.	Priority	
5-8.GC.2	Use primary and secondary sources to research and study people and events of the past.	Priority	
5-8.GC.3	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).	Supporting	
5-8.GC.4	Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.	Supporting	
5-8.GC.5	Study and develop maps in relation to specific events, landmarks, and class content.	Priority	
5-8.GC.6	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Priority	
5-8.GC.7	Recognize the validity of different perspectives of individuals and groups throughout history.	Supporting	
5-8.GC.8	Analyze the effects of propaganda on individuals and society.	Supporting	

Grade 7 Social Studies Standards

DOMAIN			
Code:	Strand: General Concepts in Social Studies	Rating	Completed
5-8.GC.1	Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.	Priority	
5-8.GC.2	Use primary and secondary sources to research and study people and events of the past.	Priority	

5-8.GC.3	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).	Priority	
5-8.GC.4	Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.	Supporting	
5-8.GC.5	Study and develop maps in relation to specific events, landmarks, and class content.	Supporting	
5-8.GC.6	Use different types of maps to solve problems (i.e., road maps – distance, resource maps, products, historical maps boundaries, thematic map climates).	Supporting	
5-8.GC.7	Recognize the validity of different perspectives of individuals and groups throughout history.	Priority	
5-8.GC.8	Analyze the effects of propaganda on individuals and society.	Priority	
7-8.GC.9	Analyze, interpret, and create political cartoons.	Priority	
Code:	Strand:	Rating	Completed
7.CI.1	Examine the role of the Missionary Church in the Americas.	Priority	
7.CI.2	Examine the role of the Catholic Church in colonial America.	Supporting	
7.CI.3	Develop examples of the Catholic Church’s role in promoting social justice: Education (Sisters of Charity, etc.), option for the poor and vulnerable (Dorothy Day, etc.), and human rights.	Supporting	
7.CI.4	Analyze the moral and ethical imperatives (noticing the needs of others, standing on the side of truth) of those in power in the period under study.	Priority	
7.CI.5	Analyze the care for God’s creation in the period under study (i.e., Sherman’s total war policy).	Supporting	
Code:	Strand: History	Rating	Completed
7.H.1	Discuss perspectives concerning events which led to the American Revolution (i.e., Tea Act, Stamp Act, Boston Massacre, Intolerable Acts, Declaration of Independence).	Priority	
7.H.2	Connect the significance of key events to the Revolutionary War: a. major battles (i.e., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown	Supporting	
7.H.3	Analyze the impact of key individuals on the Revolutionary War (i.e., Benjamin Franklin, Thomas Jefferson, George Washington, Patrick Henry, Thomas Paine, King George III).	Supporting	
7.H.4	Analyze the significance of related significant historical documents.	Priority	
7.H.5	Examine the influence of significant individuals and groups in the establishment of a new government.	Supporting	
7.H.6	Assess the effects of events of the 19th century on different perspectives:	Priority	

	<ul style="list-style-type: none"> a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – nationalism and sectionalism; Trail of Tears/Native Americans e. James Polk – Mexican American War; discovery of gold in California 		
7.H.7	Analyze the different perspectives (i.e. Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.	Supporting	
7.H.8	Describe factors leading to the Civil War.	Priority	
7.H.9	Analyze the impact of the Civil War on personal, social, and economic aspects of American life: <ul style="list-style-type: none"> a. Role and perspectives of African Americans b. Role and perspectives of women 	Supporting	
7.H.10	Describe what life was like for African Americans under the institution of slavery: free and enslaved.	Priority	
7.H.11	Discuss abolitionist movement contributions made by key individuals.	Priority	
7.H.12	Analyze the significance of The Emancipation Proclamation. Describe the impact of significant events and movements that influenced Reconstruction (i.e., Lincoln’s assassination, Ku Klux Klan and the development of Jim Crow laws, Freedmen’s Bureau, Civil War Constitutional Amendments, industrialization).	Priority	
7.H.13	Describe the effects of the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.	Priority	
Code:	Strand: Geography	Rating	Completed
7.G.1	Analyze environmental benefits and risks of human interactions.	Supporting	
7.G.2	Analyze the effects of human migration.	Supporting	
7.G.3	Connect the effects of settlement (i.e., quality of life, transportation, population density) on the growth of cities and the settlement of the west.	Supporting	
7.G.4	Investigate how changes in technology, transportation, communication, and resources affect the location of economic activities in Pre-Civil War North and South.	Supporting	
7.G.5	Analyze how these places change over time: Midwest and Western United States cities.	Supporting	
7.G.6	Discuss the effects of the demographic structure of places and regions, (i.e., the North and South before and during the Civil War).	Supporting	
7.G.7	Cite evidence of the push and pull factors (i.e., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that influenced these human migrations: <ul style="list-style-type: none"> a. the growth of cities in the U.S. 1860 – 1900 b. Immigrant waves 1840-1880, 1880-1910, contemporary 	Supporting	

	c. Western movement		
7.G.8	Explore geographic regions associated with all historical events discussed throughout the year.	Supporting	
Code:	Strand: Government	Rating	Completed
7.Gov.1	Analyze the significance of the principles and ideals of the following documents: a. Bill of Rights (as related to specific time periods) b. Emancipation Proclamation	Supporting	
7.Gov.2	Analyze the purpose (i.e., weaknesses of the Articles of Confederation) and outcome (i.e., compromises) of the Constitutional Convention.	Supporting	
7.Gov.3	Analyze the struggle (i.e., Federalist Papers, Bill of Rights) between the federalists and the Antifederalists over the ratification of the Constitution.	Supporting	
7.Gov.4	Evaluate the powers of checks and balances in U.S. government.	Priority	
7.Gov.5	Investigate the significance of the following judicial decisions. a. <i>Marbury vs. Madison</i> b. <i>Dred Scott</i> c. <i>Plessy vs. Ferguson</i>	Priority	
7.Gov.6	Determine the impact of constitutional amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied. (This is an overlap with 8th grade--introduce in 7th)	Priority	
Code:	Strand: Economics		
7.E.1	Explain how limited resources and unlimited human wants cause people to choose some things and give up others.	Priority	
7.E.2	Analyze how scarcity, opportunity, costs, and trade-offs influence decision making.	Supporting	
7.E.3	Explain how governments and businesses make choices based on the availability of resources.	Supporting	
7.E.4	Connect the functions and relationships among various institutions (i.e., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.	Priority	

Grade 8 Social Studies Standards

DOMAIN:			
Code:	Strand: Social Justice and Catholic Identity	Rating	Completed
8.Cl.1	Examine and describe the role of the Catholic Church in influencing public policy in the U.S. (pro-life issues, civil rights).	Priority	

8.CI.2	Examine and describe the Catholic Church's role in promoting social justice: Education (Sisters of Charity, etc.) option for the poor and vulnerable (relief services, etc.) human rights (right to life, Civil Rights movement, workers' rights, Cesar Chavez).	Priority	
8.CI.3	Explain the work of the Second Vatican Council and describe the purpose of Nostra Aetate in clarifying Catholic-Jewish relations.	Priority	
8.CI.4	Analyze the moral/ethical perspectives (noticing the needs of others, standing on the side of truth) of those in power in the period under study (i.e., Holocaust rescue efforts, civil rights, etc.).	Priority	
8.CI.5	Analyze the care for God's creation in the period under study (i.e., conduct of war, care for the environment in the Industrial Age).	Priority	
Code:	Strand: History	Rating	Completed
8.H.1	Infer how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.	Priority	
8.H.2	Infer the causes of people emigrating from their homelands to settle in the United States during the late 19th century.	Priority	
8.H.3	Draw conclusions regarding how the United States was positively and negatively affected by factors and events resulting from the arrival of many immigrants.	Supporting	
8.H.4	Investigate causes (i.e., geographic security, abundant natural resources, innovations in technology, available labor, global markets) and effects (a. rural to urban migration b. factory conditions c. unions d. influence of big businesses growth and expansion) of the Industrial Revolution in the United States.	Supporting	
8.H.5	Determine the effect of the Industrial Revolution on the U.S.: a. growth of cities b. rise of the middle class c. spread of industrialism d. foundation for future technological advances e. labor issues	Priority	
8.H.6	Make the connection between immigration and industrialization.	Supporting	
8.H.7	Connect the following Progressive Reforms that resulted from the Industrial Revolution: a. labor unions b. Women's Suffrage c. trust-busting d. conservation of natural resources e. Temperance Movement f. Catholic Schools Movement/Creation	Priority	
8.H.8	Analyze contributions by groups and individuals to the changing social and political structure of the United States during the early 20th century.	Supporting	
8.H.9	Determine reasons for the growth of American imperialism.	Priority	

8.H.10	Describe causes and effects of US participation in WWI: a. Sinking of Lusitania b. Zimmermann Telegram c. Wilson's 14 points d. League of Nations	Priority	
8.H.11	Analyze economic causes of the Great Depression.	Priority	
8.H.12	Cite evidence for how the following New Deal programs affected the American people: a. works programs (i.e., WPA, CCC, TVA) b. farm subsidies c. Social Security	Priority	
8.H.13	Determine how Pearl Harbor led to United States involvement in World War II.	Priority	
8.H.14	Connect the impact of World War II to economic recovery from the Great Depression.	Supporting	
8.H.15	Explain how the following factors affected the U.S. homefront during WWII: a. women and minorities b. Japanese internment c. Jewish migration limitations	Priority	
8.H.16	Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. Harry Truman d. Eleanor Roosevelt	Priority	
8.H.17	Explore Adolf Hitler's rise to power and how his leadership impacted the war and the world.	Priority	
8.H.18	Determine causes of the Cold War.	Priority	
8.H.19	Investigate controversial events in the 1950's - 1960s: a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. Vatican Council f. Also, those in standards 8.Gov.6 and 7	Priority	
8.H.20	Analyze the role of the United States in the Korean War.	Priority	
8.H.21	Argue the role of the United States in the Vietnam Conflict.	Priority	
8.H.22	Investigate perspectives on the events (i.e., opening of foreign relations with China, Watergate, resignation, succession to presidency, pardoning of Nixon) of the presidency of Richard Nixon and Gerald Ford.	Supporting	
8.H.23	Determine the factors that led to the end of the Cold War, including Ronald Reagan's role.	Supporting	

8.H.24	Describe the importance of the following civil rights issues and events: a. Jim Crow Laws b. nonviolent protests c. desegregation d. Civil Rights Act of 1964	Priority	
8.H.25	Explore contemporary world trends, i.e. religious fundamentalism, globalization, financial responsibility, digital divide, stewardship of the environment.	Supporting	
8.H.26	Explore human rights violations in the 19th and 20th centuries and their effects on our world, past and present (i.e., acts of genocide, slavery, the Holocaust, mass starvation in Ireland 1845-1850, etc.).	Priority	
Code:	Strand: Geography	Rating	Completed
8.G.1	Connect push and pull factors (i.e., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that influenced these human migrations: a. the growth of cities in the U.S. 1860 – 1900 b. Immigrant waves 1840-1880, 1880-1910, contemporary c. Western movement	Supporting	
8.G.2	Analyze how social (i.e., family), physical (i.e., good climate, farmland, water, minerals), and economic (i.e., jobs) resources influenced the growth of population centers in the Sun Belt.	Supporting	
8.G.3	Compare and contrast the factors (i.e., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution, and interrelationships of economic activities in the following regions: a. sub-Saharan Africa b. Northern Africa c. Russia d. Central America 1900 - 1980 e. the Pacific Rim 1900 - 1970	Supporting	
8.G.4	Identify cultural aspects (i.e., literacy rates, occupations, property rights) based on social and political factors (i.e. Cold War perceptions the East and West held of each other, varying expressions of religions such as Islam).	Supporting	
8.G.5	Analyze how changes in technology, transportation, communication, and resources affect the location of economic activities in U.S. - international trade, Conduct of war, and U.S. educational systems.	Supporting	
8.G.6	Explore geographic regions associated with all historical events discussed throughout the year.	Supporting	
Code:	Strand: Government	Rating	Completed
8.GOV.1	Analyze the democratic principles and ideals associated with the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.	Supporting	

8.GOV.2	Explain how negotiations with foreign governments have led to the development of foreign policy initiatives (i.e., Fourteen Points, League of Nations).	Supporting	
8.GOV.3	Compare different types of governments: a. dictatorship b. totalitarian c. monarchies	Supporting	
8.GOV.4	Analyze the significance of the following judicial decisions: a. Plessy v. Ferguson b. Scopes Trial c. Korematsu v. United States d. Brown v. Board of Education e. Miranda v. Arizona	Priority	
8.GOV.5	Draw conclusions regarding the government's role in progressive reforms (i.e., civil rights).	Priority	
8.GOV.6	Investigate the effects of the following executive orders and decisions: a. Executive Order 9066 – creation of internment b. camps on U.S. soil c. Manhattan Project d. use of atomic bomb	Priority	
8.GOV.7	Analyze the impact that the following Acts had on increasing the rights of groups and individuals: a. Civil Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities Act	Priority	
8.GOV.8	Investigate perspectives surrounding: a. Jim Crow Laws – literacy test, poll taxes, grandfather clause b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks) c. Desegregation - military, schools, transportation, sports d. United Farm Workers (i.e., César Chavez) e. National Organization for Women (NOW) f. Equal Rights Amendment (ERA)	Priority	
Code:	Strand: Economics	Rating	Completed
8.E.1	Describe the functions and relationships among various institutions (i.e., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.	Supporting	
8.E.2	Investigate the role of entrepreneurs (i.e., Carnegie, Ford, Rockefeller) in the free enterprise system.	Priority	
8.E.3	Investigate the effects of inflation (i.e., higher prices, rising interest rates, less business activity) on society.	Supporting	
8.E.4	Infer how scarcity influences the choices (i.e., war time rationing, women in the workforce, reallocation of resources) made by governments and businesses.	Supporting	

8.E.5	Demonstrate how voluntary exchange benefits buyers and sellers.	Supporting	
8.E.6	Identify the patterns of economic interaction (i.e., national debt, balance of trade) between countries.	Supporting	
8.E.7	Relate scarcity to influences personal financial choices (i.e., buying on-margin, budgeting, saving, investing, credit).	Supporting	
8.E.8	Distinguish how income for most people is determined by the value of the goods and services they sell.	Supporting	
8.E.9	Compare the benefits of different types of personal investments (i.e., saving accounts, stocks, bonds).	Priority	
Code:	Strand: 5-8 General Concepts in Social Studies	Rating	Completed
5-8.GC.1	Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.	Priority	
5-8.GC.2	Use primary and secondary sources to research and study people and events of the past.	Priority	
5-8.GC.3	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).	Supporting	
5-8.GC.4	Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.	Supporting	
5-8.GC.5	Study and develop maps in relation to specific events, landmarks, and class content.	Supporting	
5-8.GC.6	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates, population density).	Supporting	
5-8.GC.7	Recognize the validity of different perspectives of individuals and groups throughout history.	Priority	
5-8.GC.8	Analyze the effects of propaganda on individuals and society.	Priority	
5-8.GC.9	Analyze, interpret, and create political cartoons.	Priority	

Grades 9-10 Social Studies Standards

DOMAIN: World History			
Code:	Strand 1: The Beginnings of Human Society	Rating	Completed
PO 1	Describe and explain the biological and cultural processes that gave rise to the earliest human communities.	Priority	
PO 2	Describe and explain the processes that led to the emergence of agricultural societies around the world.	Priority	
PO 3	Describe and explain the physical characteristics of highly liveable areas that would most easily support human existence	Supporting	
PO 4	Identify key cultural/social characteristics of paleolithic and neolithic societies.	Supporting	
PO 5	Describe the overall impact of trade on early human development.	Supporting	
Code:	Strand 2: Early Civilizations, 4000-1000 BCE	Rating	Completed
PO 1	Identify the major characteristics of civilization; explain how and why civilizations emerged in places such as Mesopotamia, Egypt, the Indus valley, and China.	Priority	
PO 2	Explain how agrarian societies spread and new states emerged in the third and second millennia BCE.	Priority	
PO 3	Explain how agrarian societies spread and new states emerged in the third and second millennia BCE.	Priority	
PO 4	Identify and explain major trends in Eurasia and Africa from 4000-1000 BCE.	Priority	
PO 5	Describe the key characteristics in the development of cities.	Supporting	
Code:	Strand 3: Classical Traditions, Major Religions and Empires, 1000 BCE-300 CE	Rating	Completed
PO 1	Identify the causes and results of innovation and change from 1000-600 BCE (horses, ships, iron, and monotheistic faith).	Priority	
PO 2	Analyze the emergence of Aegean civilization and explain how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.	Priority	
PO 3	Explain the reasons that major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.	Priority	
PO 4	Identify key developments of early agrarian civilizations in Mesoamerica.	Priority	
PO 5	Identify and explain major global trends from 1000 BCE-300 CE.	Priority	
Po 6	Describe and explain the initial persecution and eventual adoption of Christianity throughout the Roman Empire.	Priority	
PO 7	Identify and describe the social,cultural, and economic impact of Long-Distance Trade Networks.	Supporting	

Code:	Strand 4: Expanding Zones of Encounter 300 CE to 1000 CE Not crazy about this title...	Rating	Completed
PO 1	Identify causes and results of the Imperial crises and their aftermath, 300-700 CE.	Priority	
PO 2	Analyze causes and consequences of the rise of Islamic civilization in the 7th 10th centuries.	Priority	
PO 3	Analyze major developments in East Asia and Southeast Asia.	Priority	
PO 4	Analyze the search for political, social, and cultural redefinition in Europe, 500- 1000 CE.	Priority	
PO 5	Examine the development of agricultural societies and new states in tropical Africa and Oceania.	Priority	
PO 6	Examine the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.	Priority	
PO 7	Identify and explain major global trends from 300-1000 CE.	Priority	
PO 8	Identify and describe the primary causes of the collapse of the Western Roman Empire.	Priority	
PO 9	Describe and explain the adoption and spread of Christianity throughout Eurasia.	Priority	
Code:	Strand 5: Intensified Hemispheric Interactions 1000-1500 CE	Rating	Completed
PO 1	Identify key results arising from maturing systems of interregional communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.	Priority	
PO 2	Identify factors that redefined European society and culture, 1000-1300 CE, and examine their consequences.	Priority	
PO 3	Identify reasons for the rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.	Priority	
PO 4	Explain why states, towns, and trade grew in Sub-Saharan Africa between the 11th and 15th centuries.	Priority	
PO 5	Analyze patterns of crisis and recovery in Afro-Eurasia, 1300-1450.	Priority	
PO 6	Analyze the expansion of states and civilizations in the Americas, 1000-1500.	Priority	
PO 7	Identify and explain major global trends from 1000-1500 CE.	Priority	
PO 8	Identify and describe how the Catholic Church was able to impact European Society.	Primary	
Code:	Strand 6: The Emergence of the First Global Age, 1450-1770	Rating	Completed
PO 1	Explain how global transformation resulted from the transoceanic interlinking of all major regions of the world.	Priority	
PO 2	Analyze the impact of political, economic, and cultural transformations on European society in an age of global intercommunication.	Priority	
PO 3	Explain how and why large territorial empires dominated much of Eurasia between the 16th and 18th centuries.	Priority	

PO 4	Examine economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.	Priority	
PO 5	Examine causes and consequences of transformations in Asian societies in the era of European expansion.	Priority	
PO 6.	Identify and explain major global trends from 1450-1770.	Supporting	
PO 7	Analyze the Impact of both the Protestant Reformation and the Catholic Reformation (establishment of the Jesuits, Council of Trent, etc.)	Priority	
PO 8	Describe and Analyze the Atlantic Slave Trade and its overwhelming impact on both the Americas and the African Continent.	Priority	
Code:	Strand 7: The Age of Revolutions, 1750-1914	Rating	Completed
PO 1	Identify and explain the causes and consequences of the agricultural and industrial revolutions, 1700-1850.	Priority	
PO 2	Identify and explain the causes and consequences of political revolutions in the late 18th and early 19th centuries.	Priority	
PO 3	Examine the causes and consequences of the transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.	Priority	
PO 4	Examine the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.	Priority	
PO 5	Examine the patterns of global change in the era of Western military and economic domination, 1800-1914.	Priority	
PO 6	Identify and explain major global trends from 1750-1914.	Priority	
PO 7	Examine the social and cultural impact Imperialism leading up to the outbreak of World War I.	Supporting	
Code:	Strand 8: The Age of Global Crisis, 1900-1945	Rating	Completed
PO 1	Analyze the causes of reform, revolution, and social change in the world economy in the early century.	Priority	
PO 2	Analyze the causes and global consequences of World War I.	Priority	
PO 3	Analyze the methods used to achieve peace and stability in the 1920s and 1930s, and the reasons for their collective failure.	Priority	
PO 4	Analyze the causes and global consequences of World War II.	Priority	
PO 5	Identify and explain major global trends from 1900 to the end of World War II.	Priority	
PO 6	Analyze the economic and social impact of the Great Depression and the individual national responses to it.	Priority	
Code:	Strand 9: The Contemporary World	Rating	Completed
PO 1	Analyze the causes and results of post-World War II global reconstruction and transition into the Cold War era.	Priority	
PO 2	Analyze the various examples of decolonization, and new international power relations took shape.	Priority	

American History Standards

DOMAIN: American History			
Code:	Strand 1: Early Civilizations - Pre 1500	Rating	Completed
PO 1	Identify the geographic, political, economic, and cultural characteristics of early civilizations in America.	Priority	
Code:	Strand 2: Exploration & Colonization - 1500s - 1700s	Rating	Completed
PO 1	Review the reciprocal impact of early European contact with indigenous peoples, especially Spanish and French.	Priority	
PO 2	Describe factors that led to American colonization.	Priority	
PO 3	Compare characteristics of the New England, Middle, and Southern colonies.	Priority	
PO 4	Describe and analyze the impact of key colonial figures.	Priority	
Code:	Strand 3: Revolution and a New Nation – 1700s - 1820	Rating	Completed
PO 1	Assess the economic, political, and social causes of the American Revolution.	Priority	
PO 2	Analyze the effects of European involvement in the American Revolution on the war's outcome.	Supporting	
PO 3	Analyze the key figures and battles of the Revolutionary War.	Priority	
PO 4	Analyze the formation of the new national government.	Priority	
PO 5	Analyze the formation of political parties, the growth of the presidency, and the establishment of an independent Supreme Court.	Supporting	
PO 6	Examine the experiences and perspectives of differing elements of society in the new nation.	Supporting	
Code:	Strand 4: Westward Expansion – 1800-1860	Rating	Completed
PO 1	Examine the growth of the nation during westward expansion from the Northwest Territory to the purchase of Alaska.	Priority	
PO 2	Identify how economic incentives and geography influenced early American exploration.	Supporting	
PO 3	Analyze how Jefferson's Presidency, the War of 1812, the Era of Good Feelings, and Jackson's Presidency affected the political transformation of the developing nation.	Priority	
PO 4	Describe the impact of European-American expansion on native peoples.	Supporting	

PO 5	Describe and evaluate the impact of the Industrial Revolution on the economy and society.	Priority	
Code:	Strand 5: Civil War and Reconstruction – 1850-1877	Rating	Completed
PO 1	Explain the economic, social, and political causes of the Civil War.	Priority	
PO 2	Explain the economic, social, and political effects of the Civil War.	Priority	
PO 3	Examine Reconstruction policy in the United States and its effects on post-Civil War America.	Supporting	
PO 4	Describe the immediate and long-range social impacts of slavery.	Supporting	
Code:	Strand 6: Emergence of the Modern U.S. – 1875-1929	Rating	Completed
PO 1	Analyze how industrialization transformed the American economy during the late 19th century.	Priority	
PO 2	Assess how social developments influenced American society in the late nineteenth and early twentieth centuries. Analyze social issues affecting women, minorities, children, immigrants, and urbanization.	Priority	
PO 3	Analyze events which caused the transformation of the United States during the late nineteenth and early twentieth centuries into a world power.	Supporting	
PO 4	Analyze the influence of progressivism on early 20th century America including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.	Priority	
PO 5	Evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W.E.B. DuBois on American society.	Supporting	
Code:	Strand 7: The Great Depression and World War II WWI	Rating	Completed
PO 1	Analyze the causes of World War I and reasons for United States entry.	Priority	
PO 2	Analyze the causes of the Great Depression and how it affected American society.	Priority	
PO 3	Describe how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.	Supporting	
PO 4	Evaluate the domestic and international leadership of the United States including the US relationship with its Allies.	Supporting	

PO 5	Analyze the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.	Priority	
PO 6	Analyze major issues of World War II, including the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons.	Supporting	
Code:	Strand 8: Postwar U.S. – 1945-1970s	Rating	Completed
PO 1	Analyze America’s post World War II foreign policy.	Priority	
PO 2	Analyze America’s post-World War II domestic policy.	Priority	
PO 3	Analyze post-World War II American society.	Priority	
PO 4	Examine significant social issues of this time period.	Supporting	
PO 5	Evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.	Priority	
PO 6	Identify the roles of significant leaders who supported various rights movements including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, and Rosa Parks.	Supporting	
Code:	Strand 9: 1970s - 2000	Rating	Completed
PO 1	Analyze the political, economic, and social challenges of the 1970s.	Priority	
PO 2	Analyze the conservative resurgence of the 1980s in politics, economy, and society including causes and key organizations.	Supporting	
PO 3	Examine post-Cold War domestic and foreign policy.	Supporting	
Code:	Strand 10: Contemporary United States	Rating	Completed
PO 1	Examine the causes of 9/11 and its effects on American society and public policy such as the global War on Terror.	Priority	
PO 2	Examine contemporary challenges facing the United States. Identify significant social and political issues such as health care, immigration, and education.	Priority	

World History Standards

DOMAIN: World History			
Code:	Strand 1: The Beginnings of Human Society	Rating	Completed
PO 1	Describe and explain the biological and cultural processes that gave rise to the earliest human communities.	Priority	

PO 2	Describe and explain the processes that led to the emergence of agricultural societies around the world.	Priority	
Code:	Strand 2: Early Civilizations, 4000-1000 BCE	Rating	Completed
PO 1	Identify the major characteristics of civilization; explain how and why civilizations emerged in places such as Mesopotamia, Egypt, the Indus valley, and China.	Priority	
PO 2	Explain how agrarian societies spread and new states emerged in the third and second millennia BCE.	Supporting	
PO 4	Identify and explain major trends in Eurasia and Africa from 4000-1000 BCE.	Priority	
Code:	Strand 3: Classical Traditions, Major Religions and Empires, 1000 BCE - 300 CE	Rating	Completed
PO 1	Identify the causes and results of innovation and change from 1000-600 BCE (horses, ships, iron, and monotheistic faith).	Priority	
PO 2	Analyze the emergence of Aegean civilization and explain how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.	Priority	
PO 3	Explain the reasons that major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.	Priority	
PO 4	Identify key developments of early agrarian civilizations in Mesoamerica.	Priority	
PO 5	Identify and explain major global trends from 1000 BCE-300 CE.	Priority	
Code:	Strand4: Expanding Zones of Encounter 300 CE to 1000 CE	Rating	Completed
PO 1	Identify causes and results of the Imperial crises and their aftermath, 300-700 CE.	Priority	
PO 2	Analyze causes and consequences of the rise of Islamic civilization in the 7th 10th centuries.	Priority	
PO 3	Analyze major developments in East Asia and Southeast Asia.	Priority	
PO 4	Analyze the search for political, social, and cultural redefinition in Europe, 500- 1000 CE.	Priority	
PO 5	Examine the development of agricultural societies and new states in tropical Africa and Oceania.	Priority	
PO 6	Examine the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.	Priority	
PO 7	Identify and explain major global trends from 300-1000 CE.	Priority	
Code:	Concept 5: Intensified Hemispheric Interactions 1000-1500 CE	Rating	Completed
PO 1	Identify key results arising from maturing systems of interregional communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.	Priority	
PO 2	Identify factors that redefined European society and culture, 1000-1300 CE, and examine their consequences.	Priority	

PO 3	Identify reasons for the rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.	Priority	
PO 4	Explain why states, towns, and trade grew in Sub-Saharan Africa between the 11th and 15th centuries.	Priority	
PO 5	Analyze patterns of crisis and recovery in Afro-Eurasia, 1300-1450.	Priority	
PO 6	Analyze the expansion of states and civilizations in the Americas, 1000-1500.	Priority	
PO 7	Identify and explain major global trends from 1000-1500 CE.	Priority	
Code:	Concept 6: The Emergence of the First Global Age, 1450-1770	Rating	Completed
PO 1	Explain how global transformation resulted from the transoceanic interlinking of all major regions of the world.	Priority	
PO 2	Analyze the impact of political, economic, and cultural transformations on European society in an age of global intercommunication.	Priority	
PO 3	Explain how and why large territorial empires dominated much of Eurasia between the 16th and 18th centuries.	Priority	
PO 4	Examine economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.	Priority	
PO 5	Examine causes and consequences of transformations in Asian societies in the era of European expansion.	Priority	
PO 6.	Identify and explain major global trends from 1450-1770.	Priority	
Code:	Concept 7: The Age of Revolutions, 1750-1914		
PO 1	Identify and explain the causes and consequences of the agricultural and industrial revolutions, 1700-1850.	Priority	
PO 2	Identify and explain the causes and consequences of political revolutions in the late 18th and early 19th centuries.	Priority	
PO 3	Examine the causes and consequences of the transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.	Priority	
PO 4	Examine the patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.	Priority	
PO 5	Examine the patterns of global change in the era of Western military and economic domination, 1800-1914.	Priority	
PO 6	Identify and explain major global trends from 1750-1914.	Priority	
Code:	Concept 8: The Age of Global Crisis, 1900-1945	Rating	Completed
PO 1	Analyze the causes of reform, revolution, and social change in the world economy in the early century.	Priority	
PO 2	Analyze the causes and global consequences of World War I.	Priority	
PO 3	Analyze the methods used to achieve peace and stability in the 1920s and 1930s, and the reasons for their collective failure.	Priority	

PO 4	Analyze the causes and global consequences of World War II.	Priority	
PO 5	Identify and explain major global trends from 1900 to the end of World War II.	Priority	
Code:	Concept 9: The Contemporary World	Rating	Completed
PO 1	Analyze the causes and results of post-World War II global reconstruction.	Priority	
PO 2	Analyze the ways in which colonial empires broke up, and new international power relations took shape.	Priority	
PO 2.1	Examine the search for community, stability, and peace in an interdependent world; and the results of the failures to do so.	Priority	
PO 3	Identify and explain causes and results of the growth of Global Terrorism.	Priority	
PO 4	Identify and explain major global trends since World War II.	Priority	

Civics Standards

DOMAIN: Foundation of American Government			
Code: C1	Strand: Foundations of American Government	Rating	Completed
	Examine the philosophical and cultural foundations of American democracy.	Priority	
HS C1.1	Explain the significance of civic virtues to a well-functioning constitutional republic.	Priority	
HS C1.2	Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political	Priority	
HS C2.4	Analyze the responsibilities of citizens, civic virtue.	Priority	
HS C3.1	Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	Priority	
HS C3.2	Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.	Priority	
PO 2	Compare and contrast American democracy with other types of government.	Priority	
HS C3.2	Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.	Priority	
HS.C1.4	Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.	Priority	
Code:C2	Strand: Constitutional Development	Rating	Completed

HS.C2.3	Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.	Priority	
HS.C3.1	Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	Priority	
Code: C3	Strand: Federalism		
PO 1	Define federalism, and contrast federalism with unitary and confederal systems.	Priority	
PO2	Examine the constitutional division of sovereignty between the national and state governments and its impact on American democracy.	Priority	
HS.C4.3	Explain the procedures for elections at the local, state, tribal, and national levels.	Priority	
HS.C4.6	Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.	Priority	
Code: 5	Strand: American Government Institutions	Rating	Completed
PO 1	Examine the electoral system in the United States, including the processes by which the president, vice president, and members of Congress are selected.	Priority	
PO 2	Analyze the formal and informal structure, powers, and roles of Congress.	Priority	
PO 3	Analyze the formal and informal structure, powers, and roles of the executive branch, including the presidency and the federal bureaucracy.	Priority	
PO 4	Describe the constitutional foundation, structure, and function of the federal court system.	Priority	
PO 5	Analyze key elements of judicial decision-making, including judicial philosophy and the role of precedent.	Priority	
PO 6	Describe the politics and process of judicial selection.	Priority	
HS.C4.1	Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.	Supporting	
Code: 6	Strand: Political Behavior	Rating	Completed
HS.C3.3	Analyze the impact of political parties, interest groups, elections, and the media on political institutions.	Priority	
PO 1	Examine the formation and measurement of public opinion.	Priority	
Code: 7	Strand: Public Policy	Rating	Completed
PO 1	Examine various elements of the federal budget.	Priority	
PO 2	Examine the formation of fiscal and monetary policy in the United States.	Priority	

HS.C3.1	Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	Priority	
HS.C4.2	Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.	Priority	
Code: 8	Strand: State and Local	Rating	Completed
HS.C3.2	Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.	Priority	

Economics Standards

DOMAIN: Economics			
Code: C1	Strand: Foundations of Economics - By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	Rating	Completed
PO 1	Analyze the implications of scarcity, including concepts of wants and needs, factors of production and marginal analysis. Explain how scarcity and incentives result in economic decisions and evaluate their impact on individuals, institutions, and societies.	Priority	
PO 1	Analyze production possibilities curves to describe opportunity costs and trade-offs. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.	Priority	
PO 3	Describe the characteristics and global importance of the four types of economic systems: Traditional, Market, Mixed, and Command. Analyze different methods used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate various kinds of goods and services.	Priority	
PO 4	Interpret, chart, and graph economic information: laws, indicators, and schedules.	Supporting	
PO 5	Evaluate the economic implication of current events from various resources as they relate to economic choices and economic concepts.	Supporting	
Code: C2	Strand: Microeconomics - Individuals and institutions are independent within market systems.	Rating	Completed
PO 1	Describe how the interdependence of both households and firms are affected by trade, exchange, money, and banking.	Priority	
PO 2	Interpret and describe how markets function, including concepts of demand, supply, market price, ceilings, floors, shortages, and surpluses, and type of competitive behavior. Evaluate how buyers and sellers interact to create markets and market structures.	Priority	

	Evaluate how numerous factors and conditions influence market price.		
PO 3	Describe how government policies influence the economy, including federal, state, and local government spending, effects of progressive, proportional, and regressive taxation. Evaluate the role of the government in regulating marketplaces. Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.	Priority	
PO 4	Evaluate the economic implication of current events from various resources as they relate to economic choices and economic concepts.	Supporting	
Code: C3	Strand: Macroeconomics - The domestic economy is shaped by interactions between government, institutions, and the private sector.	Rating	Completed
PO 1	Use economic data to analyze the health of a national economy. Describe how factors influence fiscal and monetary policy decisions, including GDP, inflation, deflation, and unemployment. Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses. Explain the roles of institutions in a market economy.	Priority	
PO 2	Determine how investment in factories, machinery, modern technology, and health, education, and training of people can raise future standards of living. Explain the effect of advancements in technology and training on economic growth and standards of living.	Priority	
PO 3	Evaluate the economic implication of current events from various resources as they relate to economic choices and economic concepts.	Priority	
Code: C4	Strand: Global Economics. The interconnected global economy impacts all individuals and groups in significant and varied ways.	Rating	Completed
PO 1	Describe the effects of international trade on the United States and other nations. Evaluate the advantages and disadvantages of global trade. Explain why nations chose to trade and how it is regulated.	Priority	
PO 2	Analyze the social justice of a global economy and the importance of using economics to increase standards of living. Evaluate how interdependence impacts individuals, institutions, and societies. Explain how national economies influence trade.	Priority	
PO 3	Evaluate the economic implication of current events from various resources as they relate to economic choices and economic concepts.	Supporting	
Code: C5	Strand: Personal Finance. A financially literate individual understands how to manage income, spending, and investment.	Rating	Completed
PO 1	Evaluate how and why people make choices to improve their economic well-being. Explain how education, career choices, and adult obligations affect future income, including advertising in consumer choices, short- and long- term financial goals and plans.	Priority	

	Analyze the factors that influence how and why people make budgeting and saving choices.		
PO 2	Evaluate the role of personal taxes in economic systems.	Priority	
PO 3	Evaluate the cost and benefits of using credit. Compare the advantages and disadvantages of types of credit and the importance of credit history and score.	Priority	
PO 4	Compare the cost and benefits of several types of investments. Identify and explain risk, return, liquidity and option of short and long-term investment options and vehicles. Evaluate the ways insurance may minimize personal financial risk.	Priority	
PO 5	Evaluate the economic/personal finance implication of current events from various resources as they relate to economic choices and economic/personal finance concepts.	Supporting	

Economics – A comprehensive economics course should include content from the following:

- Economic Reasoning including but not limited to the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis.
- Economic systems including but not limited to command, mixed, and free market, and economic philosophers and theories, including but not limited to Adam Smith, Karl Marx, and John Maynard Keynes.
- Exchange and Markets including but not limited to supply and demand, private property rights, competition, incentives, entrepreneurship, prices, the invisible hand, competition and institutions in the private and public sector.
- The National Economy includes but is not limited to fiscal and monetary policy, GDP, unemployment, inflation, economic growth, and distribution of wealth.
- The Global Economy including but not limited to trade, tariffs, and exchange rates.
- Financial Literacy/Personal Finance including but not limited to budgeting, saving, spending, investment, credit, banking, and insurance.
- The role of ethical and moral behavior and implications within an economic system at the individual, national, and international level.

Suggested Resources -

- *Economics and Personal Finance, 1st Edition*; Irvin Tucker; Joan Ryan. ISBN - 13: 978-1-133-56210-8
- The Federal Reserve Bank of St. Louis. [Resources for Teachers and Students | Economics and Personal Finance Education | St. Louis Fed \(stlouisfed.org\)](https://www.stlouisfed.org/education)
- Take Charge Today. Financial Education Resources for All Ages. Center for the Philosophy of Freedom. The University of Arizona. <https://takechargetoday.arizona.edu>
- Arizona Council on Economic Education. <https://azecon.org>
- National Council for Economic Education. [Financial Knowledge Organization for Youth | CEE \(councilforeconed.org\)](https://councilforeconed.org/)
- National Council for the Social Studies. [Homepage | Social Studies](https://www.socialstudies.org/)
- Jump\$tart. Financial Smarts for Students. [Jump\\$tart Coalition | Advancing Financial Literacy for Students \(jumpstart.org\)](https://jumpstart.org/)

Important vocabulary terms that have not been addressed in previous grades - (include all of those terms as well as the following) -

Macroeconomics
Positive economics
Trade-off
Production Possibilities Curve
Law of Increasing Opportunity
Elasticity
Market Structure
Monopoly
Oligopoly
Productivity
Partnership
Stockholders
Bonds
Fractional Reserve banking
Financial Institution
Savings Account
Worker Conditions
Collective bargaining
Late Fee
Line of Credit
Credit Bureau
Credit Score
Grace Period
Circular-flow Model
Real GDP
Business Cycle
Unemployment Rate
Fiscal Policy
Aggregate Supply
Factor of Production
Keynesian Economics
Budget deficit
Balanced Budget
Board of Governors of FED
Federal Deposit Insurance Corp.
Export
Comparative Advantage
Embargo
World Trade Organization
Trade deficit

Down Payment
Car Lease
Risk Management

Microeconomics
Normative economics
Marginal analysis
Private Property Rights
Law of Demand and Curve
Law of Supply and Curve
Perfect Competition
Monopolistic Competition
Industrialization
Sole Proprietorship
C Corporation
Stock
Fiat Money
Federal Reserve System
Checking Account
Interest
Labor Union
Strike
Installment loan
Revolving credit
Credit Report
Billing Cycle
Gross Domestic Product
Nominal GDP
GDP per capita
Economic Growth
Inflation
Aggregate Demand
Adam Smith
Classical Economics
Laffer Curve
Budget surplus
National Debt
Federal Open Market Committee
Monetary Policy
Import
Free Trade
Tariff
Exchange Rate
Foreclosure

Mortgage
Business Expense
Wealth

Lien
Mutual Fund
Roth IRA
403(b)
Health Care Directive

Diversification
Traditional IRA
401(k)
Estate
Philanthropy

APPENDICES

Appendix A: Recommended Alternative Assessments (as deemed age/ability appropriate by grade level)

Written reports

Trade books with extension activities

Variety of paper and pencil tests

Models

Worksheets

Writing samples

Small and large group projects

Oral presentations

Writing compare and contrast papers (3rd grade and up)

Written or oral reports

Color coded map projects

Constructing model of early Arizona (4th grade)

Creative writing (poems)

Short and long answers on tests

Dramatizations

Time lines, construct and display

Debates

Create maps of the regions

Journal writing

Portfolios

Acting out roles portraying different historical characters

Research projects – use of internet for gathering information

Appropriate regional/cultural activities (songs, dances, art, writing)

Create a newspaper from the past

Mock trial

Travel brochures

Political cartoons

Write a newspaper article

Appendix B: The Seven Themes of Catholic Social Teaching

- Catholic Teaching on the Life and Dignity of the Human Person: Every human person is created in the image and likeness of God. Therefore, each person's life and dignity must be respected, whether that person is an innocent unborn child in a mother's womb, whether that person worked in the World Trade Center or a market in Baghdad, or even whether that person is a convicted criminal on death row. We believe that every human life is sacred from conception to natural death, that people are more important than things, and that the measure of every institution is whether it protects and respects the life and dignity of the human person. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13
- Catholic Teaching on the Call to Family, Community, and Participation: The human person is not only sacred, but social. The God-given institutions of marriage—a lifelong commitment between a man and a woman—and family are central and serve as the foundations for social life. Marriage and family should be supported and strengthened, not undermined. Every person has a right to participate in social, economic, and political life and a corresponding duty to work for the advancement of the common good and the well-being of all, especially the poor and weak. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13
- Catholic Teaching on Solidarity: We are one human family. We are our brothers' and sisters' keepers, wherever they may be. Pope John Paul II insists, "We are all really responsible for all." Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that "if you want peace, work for justice." The Gospel calls us to be "peacemakers." Our love for all our sisters and brothers demands that we be "sentinels of peace" in a world wounded by violence and conflict. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15
- Catholic Teaching on the Dignity of Work: The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's act of creation. If the dignity of work is to be protected, then the basic rights of workers, owners, and others must be respected—the right to productive work, to decent and fair wages, to organize and choose to join a union, to economic initiative, and to ownership and private property. These rights must be exercised in ways that advance the common good. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15
- Catholic Teaching on Rights and Responsibilities: Every person has a fundamental right to life—the right that makes all other rights possible. Each person also has a right to the conditions for living a decent life—faith and family life, food and shelter, education and employment, health care and housing. We also have a duty to secure and respect these rights not only for ourselves, but for others, and to fulfill our responsibilities to our families, to each other, and to the larger society. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 14
- Catholic Teaching on the Option for the Poor and Vulnerable: Scripture teaches that God has a special concern for the poor and vulnerable. The Church calls on all of us to embrace this preferential option for the poor and vulnerable, to embody it in our lives, and to work to have it shape public policies and priorities. A fundamental measure of our society is how we care for

and stand with the poor and vulnerable. —USCCB Administrative Committee, Faithful Citizenship: A Catholic Call to Political Responsibility, p. 15

- Catholic Teaching on Caring for God’s Creation: The world that God created has been entrusted to us. Our use of it must be directed by God’s plan for creation, not simply for our own benefit. Our stewardship of the Earth is a form of participation in God’s act of creating and sustaining the world. In our use of creation, we must be guided by a concern for generations to come. We show our respect for the Creator by our care for creation. —USCCB Administrative Committee, Faithful Citizenship: A Catholic Call to Political Responsibility, p. 15

<http://www.usccb.org/sdwp/foreducators.shtml>

Appendix C:

- [Arizona Geographic Alliance K-12 Arizona Lessons](#)
- [Arizona History Digital Hub](#)
- [Arizona Historical Society Museum In A Box](#)
- [Arizona Capitol Museum - Virtual Tours and Resources](#)
- [Arizona Kids - Resources from the Governor's Office](#)
- [Arizona Focused Classroom Resources - Library of Congress](#)
- [How the Arizona Court System Work](#)
- [Project Archaeology *Investigating Shelter* Curriculum Book](#)
- [Pueblo Grande Museum & Archaeological Park Educational Resources](#)
- [Trails, Trade, and Mapping the Southwest Curriculum](#)
- [Online Exhibitions of Native American Culture - The School for Advanced Research](#)
- [Arizona Illustrated from PBS \(Video Format\)](#)
- [Pima-Maricopa Indian Project - Gila River Irrigation Lessons](#) - K-12
- [Grand Canyon Oral Histories](#) - K-12 - **NEW!!**
- [Arizona Memory Project](#) - Oral Histories from around the state