

ELEMENTARY SOCIAL STUDIES STANDARDS

Grades 5-8

**Catholic Schools Office Diocese of
Phoenix
2016**

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The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Elementary Social Studies Curriculum Committee for its work in revising and updating the Social Studies Curriculum Standards. A successful social studies curriculum prepares all students to learn and evaluate the contributions of the past, sufficiently understand the needs of the present, and look at the world of the twenty-first century in order to understand the legacy which we must leave. The study of the social sciences in the context of the principles of social justice of the Catholic Church prepares students to contribute to a democratic society, while recognizing our interdependence and responsibility for the global community. Social studies education is critical for every student at the elementary level. Five strands (History, Government/Current Events, Geography, Economics, and Catholic Identity/Social Justice) form a framework for instruction and learning. Our goal is to develop standards whose content blends well with content from other subjects at each specified grade level to encourage cross curricular teaching and unit development.

We are grateful to the Archdiocese of Cincinnati for providing a model of excellent standards that interweave Social Catholic Teaching throughout their K-12 program, and, of which, we have chosen to model our format.

It is our hope that these Standards assist our schools in developing students who will go out into the greater society as socially-conscious citizens who will work to maintain the stability of the family, protect the environment, sustain just government systems, and express a love for God and all God has made.

Sincerely,

A handwritten signature in cursive script that reads "MaryBeth Mueller". The signature is written in black ink and is positioned below the word "Sincerely,".

MaryBeth Mueller, Ed. Specialist

Executive Director Division of Education and Evangelization
and Superintendent of Schools

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Special thanks and recognition go to the Archdiocese of Cincinnati Social Studies Curriculum team. Their work has been the inspiration for these standards. To view the full guide from the Archdiocese of Cincinnati, go to <http://www.catholiccincinnati.org/wp-content/uploads/2013/11/Social-Studies-Curriculum.pdf>.

Table of Contents

Philosophy and Goals4

Curriculum Design and Coding5

National Standards and Benchmarks for Effective Catholic Schools6

Fifth Grade.....7

Sixth Grade.....11

Seventh Grade.....15

Eighth Grade.....18

Appendix A: Alternative Assessment Suggestions.....24

Appendix B: Seven Themes of Catholic Social Teaching.....25

Philosophy and Goals

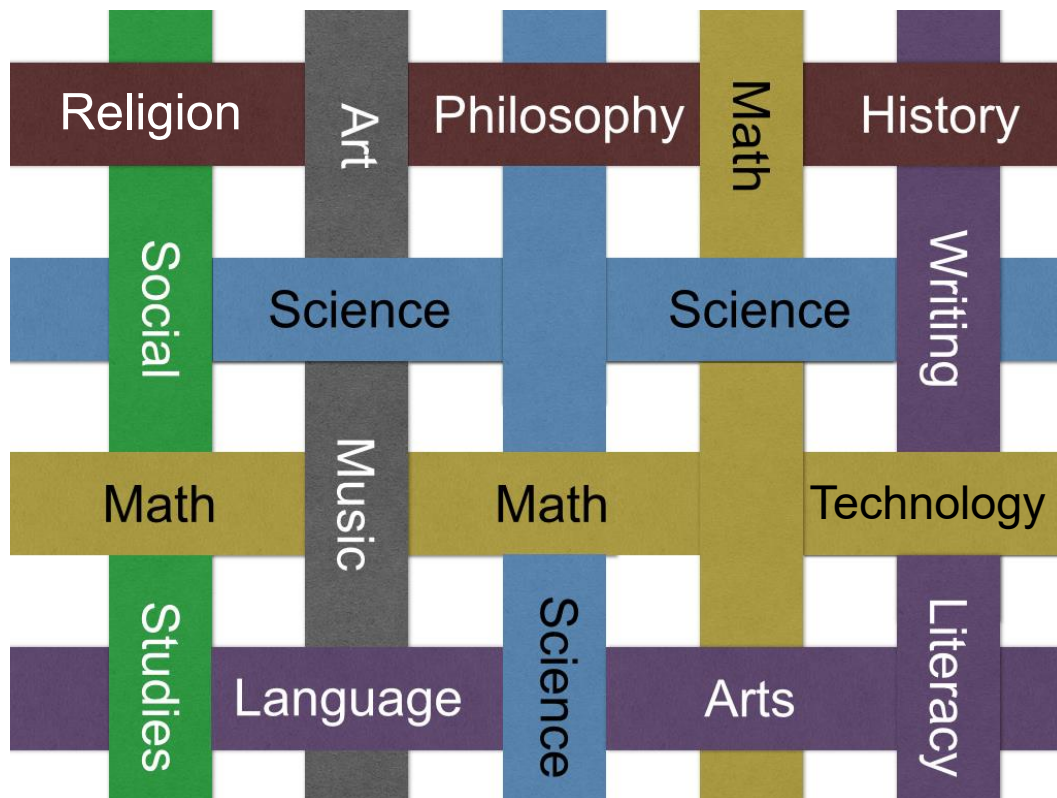
The teachers of Social Studies support a curriculum that guides the development of citizens who will uphold democratic principles, and develop their abilities to think critically and logically. The curriculum emphasizes our Catholic global awareness of the sacredness of all human life, and our responsibility 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 for elementary schools 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**

National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools **March 2012**

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 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: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction. *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 the 21 st 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 global citizens.
7.4	Curriculum and instruction for 21 st 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 effective 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.

Fifth Grade

Early American Peoples Through Early Westward Expansion

Fifth grade students will establish an understanding of Early American peoples through the War of 1812, with a focus on the development of the United States, its government, people and geography with an emphasis on recognizing the relationship of our Catholic identity and social justice to the formation of our country.

PLANNING AND TEACHING TIP: The Social Studies Standards are grouped in 5 categories that can be taught concurrently with one another. The order of the categories is not meant to suggest chronology or priority. For example, a Catholic Identity standard can be taught concurrently with 2 geography standards and 2 history standards in a lesson or unit.

Social Justice and Catholic Identity

- 5.CI.1 Describe the Catholic Church's role in promoting social justice, e. g. education, option for the poor and vulnerable, human rights.
- 5.CI.2. Describe the role of Catholic missionaries in the Americas.
- 5.CI.3 Examine and describe the role of the Catholic Church in colonial America.
- 5.CI.4 Analyze the leadership skills (noticing the needs of others, standing on the side of truth, etc.) of historical figures.
- 5.CI.5 Identify how various groups (Native Americans, colonists, missionaries, etc.) cared for God's creation.

History

- 5.H.1 Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.
- 5.H.2 Describe the impact of European explorers' encounters with the Aztec and Inca.
- 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.
- 5.H.4 Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.
- 5.H.5 Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.
- 5.H.6 Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.
- 5.H.7 Explain the significance of the following events leading to the American revolution:
 - a. French and Indian War
 - b. Proclamation of 1763
 - c. Tea Act
 - d. Stamp Act
 - e. Boston Massacre
 - f. Intolerable Acts
- 5.H.8 Explain the rationale and characteristics of rebellion.

History (Continued)

- 5.H.9 Identify the impact of the following individuals on the Revolutionary War:
- a. Benjamin Franklin
 - b. Thomas Jefferson
 - c. George Washington
 - d. Patrick Henry
 - e. Thomas Paine
 - f. King George III
- 5.H.10 Describe how one nation evolved from thirteen colonies through the following events:
- a. Constitutional Convention
 - b. George Washington's presidency
 - c. creation of political parties
- 5.H.11 Compare and contrast the causes and outcomes of the American Revolution to other revolutions around the world.
- 5.H.12 Describe the following effects of European exploration, trade, and colonization on other parts of the world:
- a. sea routes to Asia
 - b. colonies established and settled
 - c. Increased power of European countries
 - d. trade established between Europe, Africa, and the Americas
 - e. introduction of disease and the resulting population decline of Indigenous people; (e.g., the Columbian Exchange)
 - f. triangular trade
- 5.H.13 Describe ways in which Spain, France, and England competed for power.
- 5.H.14 Explore the events of the Louisiana Purchase and Lewis and Clark's exploration.

Geography

- 5.G.1 Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.
- 5.G.2 Analyze the effects (e.g., economic, cultural, environmental, political) of human migration on places.
- 5.G.3 Analyze the ways European colonists and Native Americans viewed, adapted, and used the environment.
- 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.

Government

- 5.GOV.1 Identify the democratic principles and ideals associated with significant government documents (e.g., Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, Bill of Rights).
- 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
- 5.GOV.3 Describe the role of town meetings and representative assemblies in colonial government.
- 5.GOV.4 Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.
- 5.GOV.5 Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.
- 5.GOV.6 Analyze the three branches of government and their functions involving checks and balances.
- 5.GOV.7 Compare the arguments for states' rights versus the power of the federal government.
- 5.GOV.8 Describe ways an individual can contribute to a school or community.
- 5.GOV.9 Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of Constitutional democracy in the United States.
- 5.GOV.10 Describe the importance of citizens being actively involved in the democratic process (e.g., primary caucus, electoral college, referendum).
- 5.GOV.11 Describe the characteristics of a monarchy and a republic.

Economics

- 5.E.1 Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.
- 5.E.2 Describe the importance of trading routes.
- 5.E.3 Describe the causes and effects of triangular trade.
- 5.E.4 Describe the opportunity costs associated with expeditions to the New World (e.g., separation from family, indentured service).
- 5.E.5 Describe how specialization (e.g., division of labor) improved standards of living for early American civilizations, in the three colonial regions.
- 5.E.6 Identify how free market exchange helps both buyers and sellers as in colonial trade in North America.
- 5.E.7 Interpret how trade promoted economic growth in early American history.
- 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.
- 5.E.9 Describe how competition, markets, and prices influence peoples' behavior.

Grade 5 – Economics (Continued)

- 5.E.10 Identify how people earn income by selling their labor to businesses or governments.
- 5.E.11 Describe ways in which entrepreneurs take risks to develop new goods and services.
- 5.E.12 Describe the function of private business in producing goods and services
- 5.E.13 Understand the function of banks in providing checking accounts, savings accounts, and loans.
- 5.E.14 Explain the function of government in providing certain goods and services through taxation.
- 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

5-8 General Concepts in Social Studies

- 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.
- 5-8.GC.2 Use primary and secondary sources to research and study people and events of the past.
- 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 (e.g., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).
- 5-8.GC.4 Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.
- 5-8.GC.5 Study and develop maps in relation to specific events, landmarks, and class content.
- 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).
- 5-8.GC.7 Recognize the validity of different perspectives of individuals and groups throughout history.

Sixth Grade World History Survey

Sixth Grade students will survey with an emphasis on ancient civilizations through the Reformation, geographic focus on Africa, and the role of Religion.

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Grade 6 5-8 General Concepts in Social Studies

- 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.
- 5-8.GC.2 Use primary and secondary sources to research and study people and events of the past.
- 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 (e.g., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).
- 5-8.GC.4 Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.
- 5-8.GC.5 Study and develop maps in relation to specific events, landmarks, and class content.
- 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).
- 5-8.GC.7 Recognize the validity of different perspectives of individuals and groups throughout history.
- 5-8.GC.8 Analyze the effects of propaganda on individuals and society.

Social Justice and Catholic Identity

- 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
- 6.CI.2. Social Justice: Describe the Catholic Church's role in promoting social justice and responsibility in the past to the present times.
- 6.CI.3. Church History: Explain the influence of the church from the Roman Empire to the Middle Ages through the Reformation.
- 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.

History

- 6.H.1 Early Civilizations and World in Transition: Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.
- 6.H.2 Determine how the following factors influenced 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
- 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
- 6.H.4 Compare the forms of government in ancient civilizations. (i.e., Republics, Democracies and Theocracies).
- 6.H.5 Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.
- 6.H.6 Identify the roles and contributions of individuals in the following ancient civilizations:
 - a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)
 - b. Rome (i.e., Julius Caesar, Augustus)
 - c. China (i.e., Di, Confucius, Sun Tzu)
 - d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)
- 6.H.7 Describe the transition from the Roman Empire to the Byzantine Empire.
- 6.H.8 Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.

Renaissance and Reformation:

- 6.H.9 Describe how the Renaissance was a time of advancement in Europe.
- 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
- 6.H.11. Describe how new ways of thinking in Europe during the Reformation fostered changes in society.
- 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
- 6.H.13. Discuss life in Europe during the Middle Ages.

Grade 6 History (Continued)

- 6.H.14 Describe the transition from feudalism to nationalism at the end of the Middle Ages.
- 6.H.15. Identify the patterns of economic interaction between countries and cultures and describe how trade routes led to the exchange of ideas (e.g., 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.

Geography

- 6.G.1 Identify purposes of, and differences among maps, globes, aerial photographs, charts, and satellite images.
- 6.G.2 Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) of the world on the map.
- 6.G.3 Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.
- 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 & unintended consequences of human modification).
- 6.G.5 Interpret the demographic structure of places and regions using a population pyramid.
- 6.G.6 Compare and contrast cultural norms that influence different social, political, and economic activities of men and women.
- 6.G.7 Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.
- 6.G.8 Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.
- 6.G.9 Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.
- 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.

Government

- 6.GOV.1 Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.
- 6.GOV.2 Describe the impact of the Roman Republic on ancient Romans and how it relates to current forms of government.
- 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

Economics

- 6.E.1 Identify how limited resources and unlimited human wants cause people to choose some things and give up others.
- 6.E.2 Determine how scarcity, opportunity costs, and trade-offs influence decision-making.
- 6.E.3 Explain why specialization improves standards of living.
- 6.E.4 Compare how money, as opposed to barter, facilitates trade.
- 6.E.5 Explain how trade promotes economic growth throughout world regions.

Seventh Grade

Revolution Through the Civil War

Seventh grade students will investigate the relationship of events, people, and ideas in United States history from the American Revolution through the Civil War and Reconstruction.

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5-8 General Concepts in Social Studies

- 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.
- 5-8.GC.2 Use primary and secondary sources to research and study people and events of the past.
- 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 (e.g., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).
- 5-8.GC.4 Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.
- 5-8.GC.5 Study and develop maps in relation to specific events, landmarks, and class content.
- 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).
- 5-8.GC.7 Recognize the validity of different perspectives of individuals and groups throughout history.
- 5-8.GC.8 Analyze the effects of propaganda on individuals and society.
- 7-8.GC.9 Analyze, interpret, and create political cartoons.

Social Justice and Catholic Identity

- 7.CI.1 Examine the role of the Missionary Church in the Americas.
- 7.CI.2 Examine the role of the Catholic Church in colonial America.
- 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.
- 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.
- 7.CI.5 Analyze the care for God's creation in the period under study (e.g., Sherman's total war policy).

History

- 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).
- 7.H.2 Connect the significance of key events to the Revolutionary War.
 - a. major battles (e.g., Lexington, Saratoga, Trenton)
 - b. aid from France
 - c. surrender at Yorktown
- 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).
- 7.H.4 Analyze the significance of related significant historical documents.
- 7.H.5 Examine the influence of significant individuals and groups in the establishment of a new government.
- 7.H.6 Assess the effects of events of the 19th century on different perspectives:
 - 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
 - e. James Polk – Mexican American War; discovery of gold in California
- 7.H.7 Analyze the different perspectives (e.g. Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.
- 7.H.8 Describe factors leading to the Civil War.
- 7.H.9 Analyze the impact of the Civil War on personal, social, and economic aspects of American life.
 - a. Role of African Americans
 - b. Role of Women
- 7.H.10 Connect the challenges and quality of life of enslaved Africans to the contributions of free Africans.
- 7.H.11 Discuss abolitionist movement contributions made by key individuals.
- 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).
- 7.H.13 Describe the effects of the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.

Geography

- 7.G.1 Analyze environmental benefits and risks of human interactions.
- 7.G.2 Analyze the effects of human migration.
- 7.G.3 Connect the effects of settlement (e.g., quality of life, transportation, population density) on the growth of cities and the settlement of the west.
- 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.
- 7.G.5 Analyze how these places change over time: Midwest and Western United States Cities.

Geography (Continued)

- 7.G.6 Discuss the effects of the demographic structure of places and regions, (e.g., The North and the South before and during the Civil War).
- 7.G.7 Cite evidence of the push and pull factors (e.g., 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
- 7.G.8 Explore geographic regions associated with all historical events discussed throughout the year.

Government

- 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
- 7.Gov.2 Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.
- 7.Gov.3 Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the Antifederalists over the ratification of the Constitution.
- 7.Gov.4 Evaluate the powers of checks and balances in U.S. government.
- 7.Gov.5 Investigate the significance of the following judicial decisions.
 - a. Dred Scott
 - b. Marbury vs. Madison
 - c. Plessy vs. Ferguson
- 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.)*

Economics

- 7.E.1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.
- 7.E.2. Analyze how scarcity, opportunity, costs, and trade-offs influence decision making.
- 7.E.3. Explain how governments and businesses make choices based on the availability of resources.
- 7.E.4. Connect the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.

Eighth Grade Industrial Revolution Through 20th Century

Eighth grade students will connect social, political, religious, and economic issues in United States history from the Industrial Revolution through the 20th century.

PLANNING AND TEACHING TIP: The Social Studies Standards are grouped in 5 categories that can be taught concurrently with one another. The order of the categories is not meant to suggest chronology or priority. For example, a Catholic Identity standard can be taught concurrently with 2 geography standards and 2 history standards in a lesson or unit.

5-8 General Concepts in Social Studies

- 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.
- 5-8.GC.2 Use primary and secondary sources to research and study people and events of the past.
- 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 (e.g., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).
- 5-8.GC.4 Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.
- 5-8.GC.5 Study and develop maps in relation to specific events, landmarks, and class content.
- 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).
- 5-8.GC.7 Recognize the validity of different perspectives of individuals and groups throughout history.
- 5-8.GC.8 Analyze the effects of propaganda on individuals and society.
- 7-8.GC.9 Analyze, interpret, and create political cartoons.

Social Justice and Catholic Identity

- 8.CI.1 Examine and describe the role of the Catholic Church in influencing public policy in the U.S. (pro-life issues, civil rights).
- 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).
- 8.CI.3 Explain the work of the Second Vatican Council and describe the purpose of Nostra Aetate in clarifying Catholic-Jewish relations.
- 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 (e.g., Holocaust rescue efforts, civil rights, etc.).
- 8.CI.5 Analyze the care for God's creation in the period under study (e.g., conduct of war, care for the environment in the Industrial Age).

History

- 8.H.1 Infer how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.
- 8.H.2 Infer the causes of people emigrating from their homelands to settle in the United States during the late 19th century.
- 8.H.3 Draw conclusions regarding how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.
- 8.H.4 Investigate causes (e.g. 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
- 8.H.5 Determine the effect of the Industrial Revolution on the U.S.
 - a. growth of cities
 - b. rise of middle class
 - c. spread of industrialism
 - d. foundation for future technological advances
 - e. labor issues
- 8.H.6 Make the connection between immigration and industrialization.
- 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
- 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.
- 8.H.9 Determine reasons for the growth of American imperialism.
- 8.H.10 Describe courses and effects of US participation in WWI:
 - a. Sinking of Lusitania
 - b. Zimmermann Telegram
 - c. Wilson's 14 points
 - d. League of Nations
- 8.H.11 Analyze economic causes of the Great Depression.
- 8.H.12 Cite evidence for how the following New Deal programs affected the American people:
 - a. works programs (e.g., WPA, CCC, TVA)
 - b. farm subsidies
 - c. Social Security
- 8.H.13 Determine how Pearl Harbor led to United States involvement in World War II.
- 8.H.14 Connect the impact of World War II to economic recovery from the Great Depression.

History (Continued)

- 8.H.15 Explain how the following factors affected the U.S. home front during WWII:
- Women and minorities
 - Japanese internment
 - Jewish migration limitations
- 8.H.16 Analyze the following individuals' significance to World War II:
- Franklin D. Roosevelt
 - Dwight Eisenhower
 - Harry Truman
 - Eleanor Roosevelt
- 8.H.17 Explore Adolf Hitler's rise to power and how his leadership impacted the war and the world.
- 8.H.18 Determine causes of the Cold War.
- 8.H.19 Investigate controversial events in the 1960's
- McCarthyism
 - arms race
 - space race
 - Cuban Missile Crisis
 - Vatican Council
 - Also those in standards 8.Gov.6 and 7
- 8.H.20 Analyze the role of the United States in the Korean War.
- 8.H.21 Argue the role of the United States in the Vietnam Conflict.
- 8.H.22 Investigate perspectives on the events (e.g., opening of foreign relations with China, Watergate, resignation, succession to presidency, pardoning of Nixon) of the presidency of Richard Nixon and Gerald Ford.
- 8.H.23 Determine the factors that led to the end of the Cold War, including Ronald Reagan's role.
- 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
- 8.H.25 Explore contemporary world trends, e.g. religious fundamentalism, globalization, financial responsibility, digital divide, stewardship of the environment.
- 8.H.26 Explore human rights violations in the 19th and 20th centuries and their effects on our world, past and present (e.g., acts of genocide, slavery, the Holocaust, mass starvation in Ireland 1845-1850, etc.).

Geography

- 8.G.1 Connect push and pull factors (e.g., 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
- 8.G.2 Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influenced the growth of population centers in the Sun Belt.
- 8.G.3 Compare and Contrast the factors (e.g., 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
- 8.G.4 Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors (e.g. Cold War perceptions the East and West held of each other, varying expressions of religions such as Islam).
- 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
- 8.G.6 Explore geographic regions associated with all historical events discussed throughout the year.

Government

- 8.GOV.1. Analyze the democratic principles and ideals associated with the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- 8.GOV.2 Explain how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Fourteen Points, League of Nations).
- 8.GOV.3 Compare different types of governments: a. dictatorship b. totalitarian c. monarchies
- 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
- 8.GOV.5 Draw conclusions regarding the government's role in progressive reforms (e.g., civil rights).
- 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

Government (Continued)

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

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)

Economics

8.E.1 Describe the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.

8.E.2 Investigate the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller) in the free enterprise system.

8.E.3 Investigate the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.

8.E.4 Infer how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.

8.E.5 Demonstrate how voluntary exchange benefits buyers and sellers.

8.E.6 Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.

8.E.7 Relate scarcity to influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit).

8.E.8 Distinguish how income for most people is determined by the value of the goods and services they sell.

8.E.9 Compare benefits of different types of personal investments (e.g., saving accounts, stocks, bonds).

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>