

Catholic Elementary and Middle School

# SOCIAL SCIENCES

## STANDARDS



2012

**Archdiocese of Portland in Oregon**  
**Social Sciences Curriculum**  
*Kindergarten through Grade 8*

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan Social Sciences Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these student outcomes into reality. We also express deep gratitude to our principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of the new Social Sciences Content Standards.

**COMMITTEE MEMBERS**

**Jenny Benson** (Kindergarten)  
St. Paul Parochial,  
St. Paul, OR

**Donna Griffith** (Kindergarten)  
Our Lady of the Lake School  
Lake Oswego, OR

**Cindy Scevola** (Kindergarten)  
St. Anthony School,  
Tigard, OR

**Barbara Budd** (Grade 1)  
Our Lady of the Lake School  
Lake Oswego, OR

**Stephanie McCoy** (Grade 1)  
Cathedral School,  
Portland, OR

**Jenny Dern** (Grade 2)  
St. Matthew School,  
Hillsboro, OR

**Barbara Eisner** (Grade 2)  
Our Lady of the Lake School  
Lake Oswego, OR

**Denise Ramsden** (Grade 2)  
St. Thomas More School,  
Portland, OR

**Darlene Sheridan** (Grade 2)  
St. John Fisher School  
Portland, OR

**Katie Greisen** (Grade 3)  
St. Matthew School  
Hillsboro, OR

**Debbie Hushbeck** (Grade 3)  
St. Agatha School  
Portland, OR

**Cindy Tendick** (Grade 3)  
O'Hara Catholic  
Eugene, OR

**Julie Westerman** (Grade 3)  
Cathedral School  
Portland, OR

**Lindsey Schreck** ((Grade 4)  
Cathedral School,  
Portland, OR

**Rita Schoenheit** (Grade 4)  
St. John Fisher School  
Portland, OR

**Dustin Schellinkhout** (Grade 4)  
Holy Redeemer Catholic School  
Portland, OR

**Margot Wolfsehr** (Grade 4)  
St. Thomas More School  
Lake Oswego, OR

**Terri Borris** (Grade 5)  
St. Francis School,  
Sherwood, OR

**Lynette Good** (Grade 5)  
St. Anthony School  
Tigard, OR

**Janet Motter** (Grade 5)  
St. Cecilia School  
Beaverton, OR

**Jim Bloomer** (Middle School)  
O'Hara Catholic School  
Eugene, OR

**Stacie Dunn** (Middle School)  
St. Agatha School  
Portland, OR

**Courtney Ferrari** (Middle School)  
Valley Catholic Middle School  
Beaverton, OR

**Shaun Ghyselink** (Middle School)  
Holy Cross Catholic School  
Portland, OR

**Kate Hickman** (Middle School)  
St. Francis School  
Sherwood, OR

**Cathy Kollars** (Middle School)  
St. Clare School,  
Portland, OR

**Heather Woodward** (Middle School)  
St. Mary School  
Stayton, OR

**Lori Conner** (Administrator)  
Sacred Heart School  
Medford, OR

**Diane Ramsperger** (Administrator)  
St. Francis of Assisi School  
Banks, OR

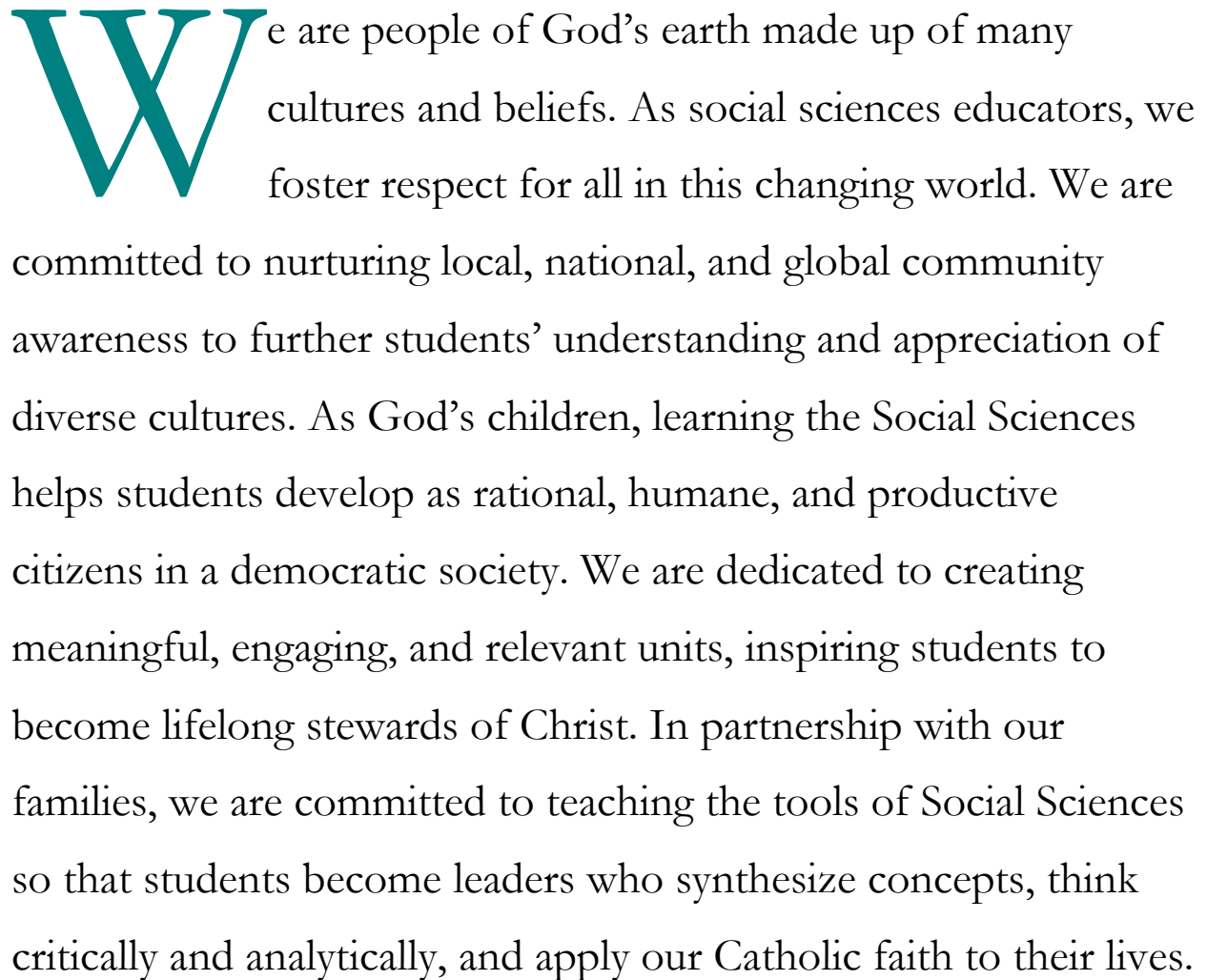
**COORDINATORS**

**Jeannie Ray-Timoney**  
Principal,  
St. Matthew School,  
Hillsboro

**Dr. Julie Vogel**  
Director of Instructional Services and Accreditation  
Department of Catholic Schools  
Archdiocese of Portland

**Merritt Holub**  
Principal  
St. John Fisher School  
Portland, Oregon

# Archdiocesan Social Sciences Philosophy



**W**e are people of God's earth made up of many cultures and beliefs. As social sciences educators, we foster respect for all in this changing world. We are committed to nurturing local, national, and global community awareness to further students' understanding and appreciation of diverse cultures. As God's children, learning the Social Sciences helps students develop as rational, humane, and productive citizens in a democratic society. We are dedicated to creating meaningful, engaging, and relevant units, inspiring students to become lifelong stewards of Christ. In partnership with our families, we are committed to teaching the tools of Social Sciences so that students become leaders who synthesize concepts, think critically and analytically, and apply our Catholic faith to their lives.

# Archdiocesan Social Sciences Goals for Teaching and Learning

As Social Sciences educators in the Catholic Schools of the Archdiocese of Portland, Oregon, we understand that students learn in a variety of ways. We provide opportunities for learners to:

- Apply knowledge of Social Sciences to strengthen our Catholic identity
- Develop moral character and respect for self and others as children of God
- Become productive individuals who recognize their rights and responsibilities as citizens of the world, the nation, and their local communities
- Study cultures, people, places, and environments to learn from the past, serve in the present, and plan for the future
- Practice tolerance and appreciate similarities and differences among people, beliefs, cultures, and regions
- Critically evaluate historical and present day events to inform future decisions and promote peace
- Utilize technology effectively and ethically within the context of our Catholic faith

## As Social Sciences educators we will:

- Create, analyze and use formative and summative assessments to guide instruction and learning
- Motivate learners through interactive experiences so that all students have opportunities for success
- Provide a meaningful, rigorous Social Sciences curriculum in a student-centered environment that stimulates curiosity, interest, and enjoyment in Social Sciences while accommodating for diverse needs and learning styles

# Social Sciences

## CORE STANDARDS

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences Analysis, civic responsibility and engagement, understanding global relationships, enhanced communication using appropriate social studies vocabulary, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### HISTORY (H)

1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems.
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

### GEOGRAPHY (G)

5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.
9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

### CIVICS AND GOVERNMENT (CG)

10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.
11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.
12. Analyze the structure and functions of political parties, interest groups, and the mass media and their effect on the political beliefs and behaviors of citizens.
13. Evaluate the contributions of early governments to the development of modern United States government.
14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.

15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.
16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

### ECONOMICS (E)

17. Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies.
18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.
19. Examine economic growth and use economic indicators to evaluate the condition of market systems.
20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.
21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

### FINANCIAL LITERACY (FL)

22. Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals.
23. Understand and apply key concepts of personal income potential, risk management, and investment.
24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.

### SOCIAL SCIENCES ANALYSIS (SSA)

25. Define and clarify an issue so that its dimensions are well understood.
26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.
29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.

# Content Standard in Social Sciences: Kindergarten

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## K.1 HISTORY

### HISTORICAL KNOWLEDGE

- K.H.1 Compare children and families of today to those in the past.
- K.H.2 Identify religious, family and cultural celebration and traditions as a way of remembering and honoring people, events and heritage.
- K.H.3 Respect cultural differences and similarities.
- K.H.4 Identify American songs and symbols

### HISTORICAL THINKING

- K.H.5 Distinguish between past and present.
- K.H.6 Compare and contrast the student's own environment with the past.
- K.H.7 Use sense of time for planning.
- K.H.8 Create and explain a simple timeline of events.

## K.2 GEOGRAPHY

- K.2.G.1 Identify and compare and contrast pictures, maps and globes.
- K.2.G.2 Describe roles of self and family members.
- K.2.G.3 Locate, identify, and describe places of importance to self, family, and school.
- K.2.G.4 Explain how people can care for the environment and show respect for God's creation.
- K.2.G.5 Use terms related to location, direction, and distance (e.g., over/under, here/there, above/below, forward/backward, between).

## K.3 CIVICS AND GOVERNMENT

- K.3.CG.1 Explain why rules are needed and how rules reduce conflict and promote fairness.
- K.3.CG.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different setting.
- K.3.CG.3 Distinguish between democratic methods and decision made by authority.
- K.3.CG.4 Participate in community service as a response/call to live out our Catholic faith.

## K.4 ECONOMICS/FINANCIAL LITERACY

- K.4.EFL.1 Identify various forms of money and explain how money is used.
- K.4.EFL.2 Give examples of different jobs performed in neighborhoods.
- K.4.EFL.3 Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.
- K.4.EFL.4 Explain how jobs provide income.
- K.4.EFL.5 Distinguish between wants and needs.

## K.5 SOCIAL SCIENCES ANALYSIS

- K.5.SSA.1 Compare and contrast past and present events or practices.
- K.5.SSA.2 Discuss current events.

# Content Standard in Social Sciences: Grade 1

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## 1.1 HISTORY

### HISTORICAL KNOWLEDGE

- 1.1.H.1 Describe how people live in the community.
- 1.1.H.2 Compare the ways people lived in the community in the past with the way they live in the present.
- 1.1.H.3 Identify American symbols, songs and their meanings
- 1.1.H.4 Identify people and events observed in national celebrations and holidays.

### HISTORICAL THINKING

- 1.1.H.5 Use terms related to time to sequentially order events that have occurred.
- 1.1.H.6 Describe how clocks and calendars are used to measure time.
- 1.1.H.7 Develop and analyze a simple timeline of important events.
- 1.1.H.8 Identify and compare historical fact and fiction in folktales and legends.

## 1.2 GEOGRAPHY

- 1.2.G.1 Describe ways people celebrate their diverse cultural heritages in community.
- 1.2.G.2 Locate and identify important places in the community (school, library, fire department, etc.)
- 1.2.G.3 Explain how seasonal changes influence activities in school and community.
- 1.2.G.4 Give examples of local natural resources and describe how people use them.
- 1.2.G.5 Identify symbols on maps
- 1.2.G.6 Demonstrate and show respect for God's creation.

## 1.3 CIVICS AND GOVERNMENT

- 1.3.CG.1 Describe the responsibilities of leaders.
- 1.3.CG.2 Describe the responsibilities of team members.
- 1.3.CG.3 Demonstrate the ability to be both a leader and team member.
- 1.3.CG.4 Identify the United States and Oregon flags and other symbols.
- 1.3.CG.5 Identify and describe significant holidays.
- 1.3.CG.6 Identify rules and describe their importance.
- 1.3.CG.8 Participate in community service as a response/call to live out our Catholic faith.

## 1.4 ECONOMICS/FINANCIAL LITERACY

- 1.4.EFL.1 Explain how personal saving and spending can be used to meet short-term financial goals.
- 1.4.EFL.2 Identify sources of income (e.g., gifts, borrowing, allowance, and work wages).

## 1.5 SOCIAL SCIENCES ANALYSIS

- 1.5.SSA.1 Identify cause-and-effect relationships.
- 1.5.SSA.2 Identify an issue or problem that can be studied.

# Content Standard in Social Sciences: Grade 2

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Emphasis on Local Community: Past and Present)*

### **2.1 HISTORY**

#### **HISTORICAL KNOWLEDGE**

- 2.1.H.1 Identify individuals who had an impact on the local and/or parish community and explain how people and events of the past influence the present.
- 2.1.H.2 Identify when the local and/or parish community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.
- 2.1.H.3 Identify and describe community and religious celebrations, symbols and traditions and explain why they are important to some people.

#### **HISTORICAL THINKING**

- 2.1.H.4 Differentiate between events that happened in the recent and distant past.
- 2.1.H.5 Develop a timeline of important events in the history of the community.
- 2.1.H.6 Identify important school days, holidays, and community events on a calendar.

### **2.2 GEOGRAPHY**

- 2.2.G.1 Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
- 2.2.G.2 Identify relative location of school and community in the state and nation and the world.
- 2.2.G.3 Describe physical and human characteristics of the community.
- 2.2.G.4 Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).
- 2.2.G.5 Identify personal responsibilities to show respect for God's creations.

### **2.3 CIVICS AND GOVERNMENT**

- 2.3.CG.1 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.3.CG.2 Identify services provided by local government.
- 2.3.CG.3 Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.3.CG.4 Give examples of and identify appropriate and inappropriate use of power and the consequences.
- 2.3.CG.5 Identify local leaders and their functions.
- 2.3.CG.6 Identify ways students can have an impact in their local and parish community.
- 2.3.CG.7 Participate in community service as a response/call to live out our Catholic faith.

### **2.4 ECONOMICS/FINANCIAL LITERACY**

- 2.4.EFL.1 Explain various methods of saving and how saving can help reach financial goals.
- 2.4.EFL.2 Identify local businesses and the goods and services they produce and the services they provide.

### **2.4 SOCIAL SCIENCES ANALYSIS**

- 2.5.SSA.1 Describe the connection between two or more current or historical events.
- 2.5.SSA.2 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.5.SSA.3 Evaluate information relating to an issue or problem.



# Content Standard in Social Sciences: Grade 3

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Emphasis on Oregon Geography and Regional/Local/ History)*

### 3.1 HISTORY

#### HISTORICAL KNOWLEDGE

- 3.1.H.1 Describe how significant people, events and developments have shaped their own parish, community and region.
- 3.1.H.2 Compare and contrast the history of their own community to other communities in the region.

#### HISTORICAL THINKING

- 3.1.H.4 Apply research skills and technologies to gather information about the past in the region.
- 3.1.H.5 Describe local communities and regions past and present.
- 3.1.H.6 Explain how some sources are more useful for answering historical questions than others.

### 3.2 GEOGRAPHY

- 3.2.G.1 Identify hemispheres, continents and oceans using globes and maps.
- 3.2.G.2 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
- 3.2.G.3 Identify links of land, regions, river systems, interstate highways between Oregon and other states.
- 3.2.G.4 Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.2.G.5 Identify and compare physical features of Oregon and other Northwestern states.
- 3.2.G.6 Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest and the Northwest's physical systems.
- 3.2.G.7 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.2.G.8 Identify how people have adapted to and have changed the physical geography of the community.
- 3.2.G.9 Describe and demonstrate personal responsibilities to show respect for God's creations.

### 3.3 CIVICS AND GOVERNMENT

- 3.3.CG.1 Describe how different levels of government provide services and protect citizens.
- 3.3.CG.2 Describe the responsibilities of citizens in their community and state.
- 3.3.CG.3 Participate in community service as a response/call to live out our Catholic faith.

### 3.4 ECONOMICS/FINANCIAL LITERACY

- 3.4.EFL.1 Describe the relationship between producers and consumers.
- 3.4.EFL.2 Explain the issue of scarcity to personal, community, regional, and world resources.

### 3.5 SOCIAL SCIENCES ANALYSIS

- 3.4.EFL.1 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.4.EFL.2 Identify and compare different ways of looking at an event, issue, or problem.
- 3.4.EFL.3 Identify how people or other living things might be affected by an event, issue, or problem.

# Content Standard in Social Sciences: Grade 4

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Oregon History)*

### 4.1 HISTORY

#### HISTORICAL KNOWLEDGE

- 4.1.H.1 Identify and describe historic Native American Indian groups that lived in Oregon and along major Westward migration routes prior to contact with Europeans and at the time of early European explorations, including ways these groups adapted to and interacted with the physical environment.
- 4.1.H.2 Explain how key individuals and events influenced the early growth and changes in Oregon.
- 4.1.H.3 Give examples of changes in Oregon's agricultural, industrial, political and business development over time.
- 4.1.H.4 Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.

#### HISTORICAL THINKING

- 4.1.H5 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.1.H.6 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.1.H.7 Identify and use primary and secondary sources to create or describe a narrative about events in Oregon history.

### 4.2 GEOGRAPHY

- 4.2.G.1 Use geographical tools (e.g., maps, GPS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
- 4.2.G.2 Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
- 4.2.G.3 Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.
- 4.2.G.4 Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.2.G.5 Explain how people in Oregon have modified their environment and how the environment has influenced peoples' lives.
- 4.2.G.6 Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc).
- 4.2.G.7 Describe and demonstrate personal responsibilities to show respect for God's creations.

### 4.3 CIVICS AND GOVERNMENT

- 4.3.CG.1 Explain the organization and functions of Oregon government.
- 4.3.CG.2 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- 4.3.CG.3 Explain the process of Oregon statehood.
- 4.3.CG.4 Participate in community service as a response/call to live out our Catholic faith.

### 4.4 ECONOMICS/FINANCIAL LITERACY

- 4.4.EFL.1 Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.
- 4.4.EFL.2 Identify key industries of Oregon.

### 4.5 SOCIAL SCIENCES ANALYSIS

- 4.5.SSA.1 Compare and contrast eyewitness and secondhand accounts of an event.
- 4.5.SSA.2 Describe the sequence of events in given current and historical accounts
- 4.5.SSA.3 Analyze historical accounts related to Oregon to understand cause-and-effect.

# Content Standard in Social Sciences: Grade 5

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(U.S. History 1492-1786)*

### **5.1 HISTORY**

#### **HISTORICAL KNOWLEDGE**

- 5.1.H.1 Identify and compare historical Native American groups and settlements that existed in North America and had contact with European exploration in the late fifteenth and sixteenth centuries.
- 5.1.H.2 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.1.H.3 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.
- 5.1.H.4 Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

#### **HISTORICAL THINKING**

- 5.1.H5 Create and interpret timelines showing major people, events and developments in the early history of the United States.
- 5.1.H.6 Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened and what events led to these developments and what consequences or outcomes followed.

### **5.2 GEOGRAPHY**

- 5.2.G.1 Identify, locate, and describe places and regions in the United States.
- 5.2.G.2 Use various types of maps to describe and explain the United States.
- 5.2.G.3 Explain migration, trade, and cultural patterns in the United States.
- 5.2.G.4 Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.2.G.5 Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.
- 5.2.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.

### **5.3 CIVICS AND GOVERNMENT**

- 5.3.CG.1 Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.3.CG.2 Describe and summarize how colonial and new states; governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.3.CG.4 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.3.CG.5 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.3.CG.6 Describe how national government affects local and state government.
- 5.3.CG.7 Participate in community service as a response/call to live out our Catholic faith.

### **5.4 ECONOMICS/FINANCIAL LITERACY**

- 5.4.EFL.1 Explain ways trade can be restricted or encouraged (e.g. boycott) and how these affect producers and consumers.
- 5.4.EFL.2 Explain the purpose of taxes and give examples from U.S. history of their use.

### **5.5 SOCIAL SCIENCES ANALYSIS**

- 5.5.SSA.1 Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.5.SSA.2 Gather, critically evaluate, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.5.SSA.3 Identify and study two or more points of view of an event, issue or problem.
- 5.5.SSA.4 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.5.SSA.5 Propose a response or solution to an issue or problem and support why it makes sense, using support from research.
- 5.5.SSA.6 Discuss/analyze current events.

# Content Standard in Social Sciences: Grade 6

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Ancient World History & Geography)*

### 6.1 HISTORY

#### HISTORICAL KNOWLEDGE

- 6.1.H.1 Describe the development of early man from Paleolithic to Neolithic times.
- 6.1.H.2 Identify examples of the social, political, cultural, and economic development in ancient times.
- 6.1.H.3 Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilization in Europe, Asia, and Africa to 476 AD.
- 6.1.H.4 Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in the Americas to 1492 AD.

#### HISTORICAL THINKING

- 6.1.H.5 Explain how different cultures in the ancient world record history.
- 6.1.H.6 Critique information to determine if it is sufficient to answer historical questions.
- 6.1.H.7 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the ancient world.
- 6.1.H.8 Define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.1.H.9 Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
- 6.1.H.10 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.H.11 Identify issues related to a historical event in the ancient world and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

### 6.2 GEOGRAPHY

- 6.2.G.1 Distinguish among different types of maps and use them to analyze an issue in the ancient world.
- 6.2.G.2 Collect and analyze data to describe regions of the ancient world.
- 6.2.G.3 Classify and analyze the types of connections between places in the ancient world.
- 6.2.G.4 Identify physical features of the ancient world and explain their effects on people and events.
- 6.2.G.5 Explain how people adapted to or changed the physical environment in the ancient world.
- 6.2.G.6 Explain how technological developments, societal decisions, and personal practices influence sustainability in the ancient world.
- 6.2.G.7 Describe and demonstrate personal responsibilities to show respect for God’s creations.

### 6.3 CIVICS AND GOVERNMENT

- 6.3.CG.1 Compare and contrast early forms of government via the study of early civilization (tribal, monarchy, democracy, theocracy, and oligarchy) in the ancient world.
- 6.3.CG.2 Describe the role of citizens in various governments in the ancient world.
- 6.3.CG.3 Analyze the significance of Hammurabi’s Code and other documents on the development of modern governments.
- 6.3.CG.4 Participate in community service as a response/call to live out our Catholic faith.

### 6.4 ECONOMICS/FINANCIAL LITERACY

- 6.4.EFL.1 Describe how the physical environment affected the emergence of economies in the ancient world and how these influenced trade and culture.

### 6.5 SOCIAL SCIENCES ANALYSIS

- 6.5.SSA.1 Critique information to determine if it is sufficient to answer questions.
- 6.5.SSA.2 Clarify key aspects of an event, issue, or problem through inquiry and research.
- 6.5.SSA.3 Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- 6.5.SSA.4 Interpret documents and data from multiple primary and secondary sources (e.g. art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts)

# Content Standard in Social Sciences: Grade 7

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Medieval to early Modern World History and Geography)*

### 7.1 HISTORY

#### HISTORICAL KNOWLEDGE

- 7.1.H.1 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa.
- 7.1.H.2 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.
- 7.1.H.3 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest. (18th Century)

#### HISTORICAL THINKING

- 7.1.H4 Explain how and why cultures in this time period record history in different ways.
- 7.1.H.5 Create and compare timelines that identify major people and events and developments in the history of this time period.
- 7.1.H.6 Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people, places, events and developments that have played a part in this time period.
- 7.1.H.7 Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.

### 7.2 GEOGRAPHY

- 7.2.G.1 Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in this time period.
- 7.2.G.2 Collect and analyze data to make geographic inferences and predictions in this time period.
- 7.2.G.3 Interpret maps and other geographic tools to find patterns in human and physical systems in this time period.
- 7.2.G.4 Describe the physical environment of places in this time period and how it influences trade, culture, and the economy.
- 7.2.G.5 Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in this time period.
- 7.2.G.6 Describe the historical and current physical, cultural, and economic characteristics of eco-regions.
- 7.2.G.7 Explain how technological developments, societal decisions, and personal practices influence sustainability in this time period.
- 7.2.G.8 Determine and explain the interdependence of people around the world during significant eras or events.
- 7.2.G.9 Describe and demonstrate personal responsibilities to show respect for God's creations.

### 7.3 CIVICS AND GOVERNMENT

- 7.3.CG.1 Describe the role of citizens in various governments in this time period.
- 7.3.CG.2 Compare and contrast forms of government (tribal, monarchy, democracy, theocracy, and oligarchy in this time period).
- 7.3.CG.3 Relate topics in his time period to current issues.
- 7.3.CG.4 Analyze the significance of the Magna Carta, English Bill of Rights and other documents on the development of modern governments.
- 7.3.CG.5 Participate in community service as a response/call to live out our Catholic faith.

### 7.4 ECONOMICS/FINANCIAL LITERACY

- 7.4.EFL.1 Explain the concepts of "supply" and "demand" and how price allocates scarce goods.
- 7.4.EFL.2 Explain the function of imports and exports in the economy.
- 7.4.EFL.3 Explain "outsourcing" and describe the costs and benefits.
- 7.4.EFL.4 Explain the function of profit in the economy.

### 7.5 SOCIAL SCIENCES ANALYSIS

- 7.5.SSA.1 Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.
- 7.5.SSA.2 Analyze evidence From multiple sources including those with conflicting information.

# Content Standard in Social Sciences: Grade 8

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(U.S. History 1765 - Reconstruction)*

### 8.1 HISTORY

#### HISTORICAL KNOWLEDGE

- 8.1.H.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- 8.1.H.2 Evaluate continuity and change over the course of United States history, by analyzing key people and their ideas/influences.
- 8.1.H.3 Examine the social, political and economic factors that caused westward expansion from American Revolution through Reconstruction.
- 8.1.H.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.
- 8.1.H.5 Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States ) the American Revolution.

#### HISTORICAL THINKING

- 8.1.H.6 Critically evaluate, use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.1.H.7 Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.
- 8.1.H.9 Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States ) the American Revolution.

### 8.2 GEOGRAPHY

- 8.2.G.1 Interpret maps to identify growth and development of the United States.
- 8.2.G.2 Identify and describe patterns and networks of economic interdependence, migration, and settlement.
- 8.2.G.3 Investigate how differing geographic perspectives apply to issues in U.S. History.
- 8.2.G.4 Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.
- 8.2.G.5 Describe and demonstrate personal responsibilities to show respect for God's creations.

### 8.3 CIVICS AND GOVERNMENT

- 8.3.CG.1 Explain rights and responsibilities of citizens.
- 8.3.CG.2 Contrast the impact of the Articles of Confederation (as a form of government) to the U.S. Constitution.
- 8.3.CG.3 Compare and contrast how European governments and the United States government interacted with Native American peoples.
- 8.3.CG.4 Examine the development and activities of political parties and interest groups and their effect on events issues, and ideas.
- 8.3.CG.5 Examine and analyze important United States documents, including (**but not limited to**) the Constitution, Bill of Rights, 13th – 15th Amendments.
- 8.3.CG.6 Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.
- 8.3.CG.7 Analyze the changing definition of citizenship and the expansion of rights.
- 8.3.CG.8 Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- 8.3.CG.9 Participate in community service as a response/call to live out our Catholic faith.

### 8.4 ECONOMICS/FINANCIAL LITERACY

- 8.4.EFL.1 Distinguish among tariffs, quotas, and other government policies as means to regulate trade.
- 8.4.EFL.2 Describe how industrialization changes production and how it creates shifts in the market.

### 8.5 SOCIAL SCIENCES ANALYSIS

- 8.5.SSA.1 Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.
- 8.5.SSA.2 Critique data for point of view, historical context, distortion, or propaganda and relevance.
- 8.5.SSA.3 Examine a controversial event, issue, or problem from more than one perspective.
- 8.5.SSA.4 Examine the various characteristics, causes, and effects of an event, issue, or problem.
- 8.5.SSA.5 Investigate a response or solution to an issue or problem and support or oppose, using research.