

KINDERGARTEN SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Recognize respect for others as a way to live one's life as Jesus taught.
2. Recognize rules and why they exist.
3. Identify the American flag from others.
4. Recite the Pledge of Allegiance.
5. Recognize appropriate ways to behave in the classroom.
6. Identify the characteristics of a friend and/or helpful classmate.
7. know school authority figures and ways they establish order and provide safety in a school setting.
8. Demonstrate good citizenship (e.g., sharing, listening, taking turns, and following rules).
9. ★ Identify leaders at home and school. (e.g., parents, guardians, teachers, principal).
10. Identify Catholic leaders in parish and world. (pastor and pope)

Standard 2: Economics

The student will:

1. Recognize that gifts from God are meant to be shared to do His work.
2. ★ Understand that a person cannot have everything he/she *wants*, so a choice has to be made.
3. Explain what he/she gives up when a choice is made.
4. Understand the use of money to purchase *goods* and *services*.
5. ★ Discuss the *benefits* of saving money.
6. Give examples of types of jobs that he/she does within the family.

Standard 3: Geography

The student will:

1. Recognize God's presence in the geography of his/her environment.
2. ★ Identify and correctly use terms related to *location*, direction, and distance.
3. ★ Locate major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).
4. Describe characteristics of local surroundings (e.g., classroom, playground, neighborhood, town, school, *church*).

5. Describe seasonal changes and how they affect an individual.
6. Identify ways people can maintain or improve the quality of their environment.
(*Creation story*)

Standard 4: History

The student will:

1. Recognize the history of the Holy Family.
2. Identify and explain how tools and *technology* used in the home/school meet people's *needs*.
3. Explain how each individual has a personal history. (*Students research their personal history including where and when they were baptized.*)
4. ★ Compare and contrast his/her own life with life in a city and/or rural *community*.
5. Identify family customs and traditions and explain their importance. (*Advent, Christmas, Lent, Easter, St. Valentine's Day, St. Patrick's Day*)
6. Understand that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday.
7. Locate the state of Kansas using a map of the United States.
8. Recognize important Kansas state symbols (e.g., state bird-meadowlark, state flower-sunflower, state animal-buffalo, state tree-cottonwood, state flag, state song).
9. ★ Place events in sequential order. (*Use creation stories to discuss what happened first, second, next, and last for a given day*)
10. Use information to find main idea.
11. Scan historic photographs to gain information. (*Look at historical religious photographs of the Holy Family and other families to find details about the family from the photograph. Write a short story about a day in the life of someone in the picture.*)
12. Ask questions, share information, and discuss ideas about the past. (*Read Bible stories and develop questions, share information and discuss historical ideas.*)

Benefit
Community
Goods
Location
Needs
Relative location
Services
Technology
Wants

FIRST GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Leviticus 19:3 (Each of you must respect his mother and father, and you must observe my Sabbaths.)
2. Demonstrate respect for others within the Parish community.
3. Discuss the need for rules in the family, school and *community* with an understanding of both positive and negative consequences.
4. Identify shared ideals within American *society* (e.g., truth, fairness, justice, loyalty, freedom).
5. Demonstrate leadership qualities by taking on *responsibilities* in the classroom and home (e.g., line leader, passing out papers, keeping room clean).
6. Identify *privileges* as *benefits* which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time).
7. ★ Recognize that people can make rules and leaders can enforce rules. (*discuss rules for behavior in different settings including church*)
8. Participate in Pledge of Allegiance appropriately.

Standard 2: Economics

The student will:

1. ★ Understand individuals and families, including Church families, cannot have everything they want, so they have to make choices.
2. Understand that tithing is important to help Church communities meet their needs.
3. Understand the concept of exchange and the use of money to purchase *goods* and *services*.
4. ★ Discuss why people save money in a bank.
5. Understand that people have jobs to earn a *wage*.

Standard 3: Geography

The student will:

1. Relate stories of God's creation to the physical Earth.
2. ★ Describe the purposes of maps and the globe.
3. Find Kansas on a wall map.
4. Make a map to represent some *location* important to them. (*Make simple maps of local areas including classroom, playground, church.*)
5. ★ Locate major geography locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean).
6. ★ Map *physical* and *human features* of the school and church (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).

7. Observe and identify local weather conditions and patterns.
8. Identify ways in which people depend on the physical environment to meet *needs* and *wants*.
9. Describe how the physical environment impacts humans.
10. List ways people can maintain or help the quality of their environment. (*stories relating to God's creation*)

Standard 4: History

The student will:

1. Understand the history of the Holy family.
2. Tell the story of an important person in his/her life. (God, Jesus, Godparents, Parish Priest, etc.)
3. ★ Identify the office of the president as the leader of the United States and identify the first president and the current president. (*identify leader of the Church, etc.*)
4. ★ Describe the *needs* of a family (e.g., food, shelter).
5. Describe the different foods produced in Kansas over time (e.g., wheat, corn, soybeans, sunflowers, livestock).
6. Compare at least two types of shelter used by families today (e.g. apartment, frame house, mobile home, duplex).
7. ★ Compare types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house).
8. ★ Identify types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).
9. ★ Use a timeline to share the history of a family (e.g., his/her own family, a family from literature, *the Holy Family*).
10. Recognize the United States flag, Papal flag, Pledge of Allegiance, and bald eagle as important national symbols.
11. Recognize the Kansas flag and identify the symbols on it.
 - a. motto
 - b. stars
 - c. American Indians and buffalo
 - d. farmer plowing
 - e. pioneers and cabin
 - f. steamboat
12. Identify some important United States national holidays and Catholic Holy Days.
 - a. Independence Day
 - b. Columbus Day
 - c. Veterans' Day
 - d. Thanksgiving
 - e. Martin Luther King, Jr. Day
 - f. Presidents' Day
 - g. Memorial Day
 - h. Easter
 - i. Lent
 - j. Advent
 - k. Christmas
13. ★ Put events in chronological order

14. ★ Use information to provide details to support a main idea in history.
15. Ask questions, share information and discuss ideas about the past using resources such as maps, photographs, books, and people.

FIRST GRADE VOCABULARY

Benefit
Community
Cost
Goods
Human feature
Location
Needs
Physical feature
Privileges
Responsibility
Savings
Services
Society
Wages
Wants

SECOND GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Recognize the Law of Love as the way to treat others.
2. Recognize that rules provide order and safety and *benefit* all school and *community* members. (*identify and discuss school rules as well as rules when attending Mass*)
3. Identify and define the characteristics of a good citizen (e.g., honesty, courage, *patriotism*, tolerance, respect).
4. Identify and define the characteristics of a good Catholic (e.g. compassionate, respect for life, human dignity, integrity, discipleship, etc.)
5. Recognize symbols of U.S. government. (White House, capitol building, etc.)
6. ★ Recognize that the United States *Constitution* is a written plan for the rules of government (e.g., know the Constitution lists rules of the government compared to the rules for the family, classroom, or school).
7. Discuss how *rights* and *privileges* change over time and in different situations.
8. ★ Demonstrate leadership in the classroom.

Standard 2: Economics

The student will:

1. Recognize opportunities for Christian stewardship in their parishes.
2. Identify Christian service projects performed in neighborhoods.
3. ★ Know the difference between *goods* and *services*, and provide examples how each satisfies people's *wants* and *needs*.
4. Identify examples of *producers* and *consumers*.
5. ★ Identify the *opportunity cost* of a choice (e.g., next best alternative not chosen).
6. ★ Understand the concept of exchange and the use of money to purchase *goods* and *services* (e.g., *trade* with *barter* or money).
7. ★ Explain the advantage of choosing to save or spend money that is earned or received.
8. ★ Define a *budget* as a plan for *spending* and saving *income*. (*discuss giving portion of money to the Church as part of plan*)
9. Understand that people earn an *income* and sometimes *benefits* for the work they do and give examples of different types of work within a *community* both today and in the past.
10. ★ Know that a decision-making process can help people make *spending* and saving decisions.

Standard 3: Geography

The student will:

1. ★ Make and use maps to represent and locate familiar *places* within his/her parish, cities and Kansas (e.g., title, symbols, *legend*, *compass rose*, cardinal directions, grid system, parishes, Cathedral).
2. ★ Identify and correctly use terms: North, South, East, West.
3. ★ Locate major geography features (Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).
4. ★ Identify physical and human changes that have taken place over time in the local *region, neighborhoods and parishes*.
5. Describe how weather affects environment (e.g., deciding when crops are planted and harvested, lack of rain causes drought, early freeze kills plants).
6. ★ Identify the past and present settlement or development patterns of his/her *community* or local area. (*forming of parishes with the growth of the communities*)
7. ★ Describe how *physical systems* influence people and their activities.

Standard 4: History

The student will:

1. Recognize the importance of our Church's history in his/her life.
2. ★ Compare various forms of transportation in Kansas past and present.
3. ★ Compare and contrast the ways people communicate with each other past and present.
4. ★ Identify important innovations made in the past that influence today (e.g., Wright Brothers-airplane; Henry Ford-automobile; Ancient China-irrigation, paper; Inca-highways to connect cities).
5. ★ Recognize the impact of contributions made by leaders past and present including religious leaders.
6. ★ Compare and contrast daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.
7. ★ Define *immigration* and give past and present examples from Kansas.
8. ★ Define history as the story of the past.
9. Recognize the importance of the *Declaration of Independence* and the *Star Spangled Banner*.
10. Locate and explain the importance of landmarks and historical sites today.
 - a. Plymouth Rock
 - b. United States Capitol
 - c. Statue of Liberty
 - d. Kitty Hawk
 - e. Kansas State Capitol
 - f. Mt. Rushmore
 - g. Mesa Verde
 - h. The Alamo
 - i. Sutter's Mill
 - j. Jerusalem

- k. Vatican
10. ★ Create and use timelines. (*create personal timelines including special religious celebrations such as baptism, sacraments made this year*)
 11. Locate information using both *primary* and *secondary sources*.
 12. ★ Use information to understand cause and effect.
 13. Compare and contrast to draw conclusions.
 14. Use research skills (e.g., discuss ideas; formulate broad and specific questions; find and select information with help; record, organize and share information).

Artifacts
Barter
Benefit
Budget
Community
Compass rose
Constitution
Consumer
Goods
Immigrant
Immigration
Income
Legend
Location
Needs
Opportunity Cost
Patriotism
Physical systems
Places
Price
Primary Source
Privileges
Producer
Region
Rights
Secondary Source
Services
Spending
Trade
Wants

THIRD GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Explain the rules and laws of the Church according to the Ten Commandments.
2. Explain the purpose of rules and laws and why they are important in a *community*.
3. Explain the necessity of rules in order to provide public safety in a free and orderly society.
4. Understand that *civic values* are influenced by people's beliefs and *needs* (e.g., need for safety, health, and well-being).
5. Demonstrate flag etiquette. (such as remove hat in presence of a flag)
6. Recognize that citizenship has *rights, privileges, and civic responsibilities* (e.g., *community service in your parish*, voting, treating others with respect).
7. ★ Understand the importance of communicating ideas to community leaders.
8. Define *government* as people or groups who make, apply, and enforce rules and laws for others within a family, school, or community.
9. Identify people or groups who make, apply, and enforce rules or laws within a family, school, parish, or *community*.

Standard 2: Economics

The student will:

1. Understand the importance of stewardship in meeting the needs of others in the Parish community.
2. ★ Know that there are not enough available resources to satisfy all *wants* for *goods* and *services*.
3. ★ Identify and give examples of markets that occur when buyers and sellers exchange *goods* and *services* in the *community*.
4. ★ Know that when *borrowing* money the *consumer* is receiving *credit* that must be repaid.
5. ★ List goods and services in the community that are paid for by taxes.
6. ★ Analyze how *needs* and *wants* are met through *spending* and saving decisions. (*when discussing spending/saving decisions, include giving a portion of money earned to the Church.*)
7. ★ Identify consequences of *borrowing* and *lending*.
8. ★ Give an example of *income* and how the money was spent or saved.

Standard 3: Geography

The student will:

1. ★ Apply *geographic tools*, including grid systems, symbols, legends, scales and a compass rose to construct and interpret maps including his/her Church.
2. Use a data source as a tool (e.g., graphs, charts, tables).
3. ★ Identify and give examples of the difference between political and *physical features* on a map.
4. ★ Locate the four oceans and seven continents.
5. compare characteristics of urban, suburban, and rural areas.
6. ★ Discuss reasons for the particular *locations* in a *community* that are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).
7. ★ Locate major political features.
 - a. Los Angeles
 - b. New York City
 - c. Denver
 - d. Chicago
 - e. his/her county
 - f. his/her neighboring towns
 - g. his/her county seat
 - h. his/her parish
8. ★ Identify the physical characteristics of the local *community* (e.g., landforms, bodies of water, *natural resources*, weather, seasons).
9. ★ Compare various ecosystems in the community (e.g., locations and characteristics of plant and animal life).
10. ★ Examine how people in their community interact with people in other communities in Kansas (*community service projects throughout parishes and city*).
11. ★ Discuss the consequences of human modifications in their *community* on the environment over time (e.g., flood control, mining, farming, chemical uses, transportation).
12. ★ Identify ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel *consumption*, clothing, recreation, jobs, *resource* availability).

Standard 4: History

The student will:

1. Research the contributions of historical and current day Catholic leaders in his/her community.
2. Research the contributions of historical and current day individuals significant in his/her community (*include religious leaders and their contributions to parishes and community*).
3. ★ Compare life in his/her community with another community (e.g., population/location, jobs, customs, history, natural resources, ethnic groups, *religious groups*, local government).

4. ★ Retell the history of the community using local documents or *artifacts (history of their parish and school)*.
5. Explain customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas.
 - a. Christmas
 - b. Cinco de Mayo
 - c. Hanukkah
 - d. Kwanzaa
 - e. Lunar New Year
 - f. Ramadan
 - g. St. Lucia
 - h. St. Patrick's Day
5. Locate and explain the importance of landmarks and historical sites within local community or his/her region of Kansas (*include religious landmarks within community*).
6. Describe various *cultures* by studying dance, music, folklore, and arts of ethnic groups within his/her community or region of Kansas.
7. ★ Create and use timelines to illustrate a community's history (*history of his/her parish*).
8. Locate information about communities from a variety of sources.
9. Use information to frame important historical questions.
10. ★ Observe and draw conclusions in his/her own words.
11. Identify and compare information from *primary* and *secondary sources*.
12. Use research skills (e.g., select relevant information, organize and share information in his/her own words, discuss ideas, formulate broad and specific questions at both the knowledge and comprehension level, record information).



Foundation for Assessed Indicators

THIRD GRADE VOCABULARY

Artifacts

Benefit
Borrowing
Community
Compass rose
Consumer
Consumption
Cost
Credit
Culture
Ethnic group
Folklore
Geographic tools
Goods
Government
Income
Legend
Lending
Location
Natural resource
Needs
Physical feature
Primary source
Privileges
Region
Resource
Responsibility
Rights
Scale
Secondary source
Services
Spending
Wants

FOURTH GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Matthew 5:1-11 (Beatitudes) and Exodus 20:1-17 (Commandments) as "rules" to live by.
2. Evaluate rules and laws using two basic criteria: the law or rule serves the *common good*, the law or rule must be possible to follow.
3. Define shared ideals across *regions* in the United States (e.g., the right to vote, freedom of religion and speech, concern for *general welfare*, consent of the governed).
4. Recognize the United States *Constitution* as the document that defines the *rights* and *responsibilities* of citizens in the United States.
5. ★ Determine how people can participate in *government* and why it is important (e.g., jury duty, voting, *community service*).
6. Recognize how individuals have a civic *responsibility* for meeting the needs of communities (e.g., *community service throughout the parish and local community*).
7. Learn the National Anthem and demonstrate appropriate behavior when song is sung/played.
8. Describe the function of state *governments* (e.g., establish law for the state, provide public service, public safety).
9. ★ Define capital as the location of state and national government.
10. ★ Define capitol as the building in which government is located.

Standard 2: Economics

The student will:

1. Understand stewardship in meeting the needs of others in the parish community.
2. ★ Know that every spending and saving decision has an *opportunity cost*.
3. Identify examples of how *natural*, *capital*, and *human resources* are used in production of goods and services.
4. ★ Trace the production, *distribution*, and *consumption* of a particular good in the state or *region*.
5. Give an example of economic *specialization* that leads to *trade* between regions of the United States.
6. Define the characteristics of an *entrepreneur* and give an example of someone who shows those characteristics.
7. ★ Define *market economy* as an *economic system* in which buyers and sellers make major decisions about *production* and *distribution*, based on *supply* and *demand*.

8. ★ Discuss ways workers can improve their ability to earn *income* by gaining new knowledge, skills, and experience.
9. ★ Analyze the *costs* and *benefits* of making a choice.

Standard 3: Geography

The student will:

1. ★ Apply *geographic tools*, including grid systems, symbols, *legends*, *scales*, and a *compass rose* to construct and interpret maps.
2. Use a data source as a tool (e.g., graphs, charts, tables).
3. ★ Identify and give examples of the difference between political and *physical features* within a region.
4. ★ Identify major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, peninsulas, rivers, oceans).
5. ★ Locate major physical and political features of regions from memory.
 - a. Appalachian Mountains
 - m. Arctic Circle
 - b. the Great Lakes
 - n. Antarctic Circle
 - c. 50 States
 - o. San Francisco
 - d. Kansas River
 - p. Dallas
 - e. Arkansas River
 - q. Phoenix
 - f. Atlanta
 - r. Seattle
 - g. Grand Canyon
 - s. Everglades
 - h. Gulf of California
 - t. Yellowstone National Park
 - i. Mt. McKinley
 - u. Niagara Falls
 - j. Puerto Rico
 - v. Mississippi River
 - k. Prime Meridian
 - l. International Dateline
6. Identify and compare the physical characteristics of eastern to western Kansas and regions of the United States (e.g., rainfall, location, land and water features, climate, vegetation, natural resources).
7. Identify the human characteristics of Kansas and regions of the United States (e.g., people, *religions*, languages, customs, economic activities, housing, foods).
8. Identify and describe the physical components of Earth's atmosphere, land, water, *biomes*.

9. Explain features and patterns of Earth's surface in terms of *physical processes*.
10. Explain the functions and relationships of ecosystems in Kansas and across the United States.
11. ★ Describe the types and characteristics of political units (e.g., city, county, state, country).
12. Identify conditions that determine the location of human activities (e.g., resources, population, transportation, and technology).
13. ★ Examine *natural resource* challenges and ways people have developed solutions as they use renewable and nonrenewable resources.

Standard 4: History

The student will:

1. ★ Research the contributions made by notable Kansans in history.
 - a. Dwight David Eisenhower
 - h. Carry A. Nation
 - b. Alf Landon
 - i. Black Bear Bosin
 - c. Amelia Earhart
 - j. Gordon Parks
 - d. George Washington Carver
 - k. Clyde Cessna
 - e. Robert Dole
 - l. Charles Curtis
 - f. William Allen White
 - m. Walter Chrysler
 - g. Langston Hughes
 - n. Wyatt Earp
2. Use traditional stories from *regions* of the United States to help define the region.
3. ★ Describe the observations of the explorers who came to what was to become Kansas.
 - a. Francisco Coronado
 - b. Meriwether Lewis and William Clark
 - c. Zebulon Pike
 - d. Stephen H. Long
4. Describe how communication and transportation systems connect Kansas to other regions, past and present.
5. Compare and contrast the purposes of the Santa Fe and Oregon-California trails.
6. Describe life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, *religious groups*, hardships encountered).
7. ★ Compare the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian).
8. Summarize religious reasons that brought immigrant groups to Kansas.

9. ★ Explain the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations).
10. Explain the origin of the name “Kansas.”
11. Describe the history of the Kansas state song, “Home on the Range.”
12. ★ Create and use historical timelines.
13. ★ Develop a thesis statement around a historical question.
14. ★ Understand the difference between *inferred information* and *observed information*.
15. ★ Identify and compare information from *primary* and *secondary sources*.
16. ★ Use research skills to interpret an historical person or event in history and note the source(s) of information (e.g., discuss ideas; formulate broad and specific questions; determine a variety of sources; locate, evaluate, organize, record and share relevant information in both oral and written form).

★ **Foundation for Assessed Indicators**
FOURTH GRADE VOCABULARY

Absolute location
Benefit
Biome
Capital goods; capital resources
Common good
Community
Compass rose
Consumer
Consumption
Constitution
Cost
Demand
Distribution
Economic system
Entrepreneur
Era
General welfare
Geographic tools
Goods
Government
Human resource
Income
Inferred information
Legend
Location
Market economy
Migration

Natural resource
Observed information
Opportunity cost
Physical feature
Physical process
Places
Population distribution
Primary Source
Production
Region
Religion
Renewable resource
Resource
Responsibility
Rights
Scale
Secondary source
Services
Spatial
Specialization
Spending
Supply
Technology
Thematic map
Trade

FIFTH GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Psalm 119:163 (I hate and abhor falsehood but I live your law.) Discuss "law" and God's laws (Commandments and Beatitudes)
2. Understand laws that must be followed by those in authority as well as those who are governed.
3. Define the *rule of law* as a legal principle that is easily understood and can be applied to all, including those who are rule makers.
4. Describe the principles contained in the following documents:
 - a. Declaration of Independence
 - b. *Constitution* of the United States
 - c. Bill of Rights
5. Compare how documents influenced the development of American constitutional government.
 - a. Magna Carta
 - b. Mayflower Compact
 - c. Articles of Confederation
6. Explain the basic ideals of the American *republican* system.
7. ▲ Identify important founding fathers and their contributions:
 - a. George Mason
 - b. Thomas Jefferson
 - c. James Madison
 - d. George Washington
 - e. Benjamin Franklin
 - f. Thomas Paine
 - g. Samuel Adams
 - h. John Adams
8. Define *federalism* as a system of *government* in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power.
9. Define the separation of power and give examples of how power is limited.
10. Describe how the United States *Constitution* supports the principle of majority rule, but also protects the *rights* of the minority.
11. ▲ Explain the functions of the three branches of federal government.
12. Identify the key ideas of the Preamble.
13. Understand that *rights* are personal, political and economic (e.g., personal: privacy, speech, *religion*; political: holding public office, voting; economic: employment, owning property).

14. Understand that *privileges* require qualifications.
15. Recognize that *rights* require *responsibilities* of citizenship.
16. Demonstrate proper flag etiquette.
17. Examine steps necessary to become an informed voter.

Standard 2: Economics

The student will:

1. Understand the importance of stewardship in meeting the needs of the others in the Parish community.
2. Explain how *scarcity* of *resources* requires making *choices* about *goods* and *services*.
3. Determine how unlimited *wants* and limited *resources* lead to choices that involve *opportunity costs*.
4. Describe how *specialization* results in increased *productivity*.
5. Give examples of *economic interdependence* at the local, state, regional, or national level.
6. Define *supply* and *demand*.
7. ▲ Identify factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).
8. Describe how changes in supply and demand affect prices of specific products.
9. Understand that banks are institutions where people save money and earn *interest* and where people borrow money and pay interest.
10. Give examples of how positive and negative *incentives* affect people's behavior (e.g., laws: Stamp Act, Sugar Act; *profit*; product *price*; indentured servant).
11. Recognize barriers to *trade* among people across nations (*quotas*, *tariffs*, boycotts, geography).
12. Describe *revenue* sources for different levels of *government*.
13. ▲ Determine the *costs* and *benefits* of a *spending*, *saving*, or *borrowing* decision.
14. Recognize that *supply* of and *demand* for workers in careers affect *income*.

Standard 3: Geography

The student will:

1. Explain and use map titles, symbols, cardinal directions, and intermediate directions, *legends*, *latitude* and *longitude*.
2. Locate major physical and *political features* of Earth from memory:

▲ Boston	▲ Spain
▲ Philadelphia	▲ North America
▲ England	▲ Atlantic Ocean
▲ France	▲ Pacific Ocean
▲ Italy	Caribbean Sea

Yucatan Peninsula
Germany
Aleutian Islands
Bering Strait
Chesapeake Bay
Hudson Bay
Mexico City

Montreal
Netherlands
Norway
Ohio River
Portugal
Quebec City
St. Lawrence River

3. Identify and compare the major physical characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories.
4. Identify and compare the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, *religion*, customs, government, agriculture, industry, and architecture).
5. Identify *renewable* and *nonrenewable resources* and their uses.
6. Explain reasons for variation in population distribution.
7. Identify the push/pull factors of human migration (e.g., push: war, famine, lack of economic opportunity; pull: *religious freedom*, economic opportunity, joining family or friends).
8. Describe the effects of human migration on place and population.
9. Describe factors that influence and change the location and distribution of economic activities.
10. Understand that forces of conflict and cooperation divide or unite people (e.g., *religious intolerance*, land disputes).
11. Examine varying viewpoints regarding resource use (American Indian vs. European settler, past vs. present).
12. Identify the relationship between the acquisition and use of *natural resources* and advances in *technology* using historical and contemporary examples (compass for navigation, water power, steel plow).

Standard 4: History

The student will:

1. Research the history of religious orders in the Archdiocese.
2. ▲ Explain how various American Indians adapted to their environment in relationship to shelter and food.
 - a. Plains
 - b. Woodland
 - c. Northwest Coast
 - d. Southeast
 - e. Pueblo
3. Show how traditional arts and customs of various American Indians are impacted by the environment. (see above)
4. ▲ Compare the motives and *technology* that encouraged European exploration of the Americas.

5. Examine the interaction between European explorers and American Indians.
6. Explain why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).
7. Map the patterns of colonial settlement.
8. ▲ Describe political and economic structures in the New England, Middle, and Southern Colonies.
9. Compare and contrast the impact of European settlement from an American Indian and European point of view.
10. Analyze the causes and impact of forced servitude in North America (indentured servant, Middle Passage, and slave life).
11. Explain the causes and effects of the French and Indian War on the American Revolutionary period.
12. Explain the impact of religious freedom as colonies were settled by various Christian groups (Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts).
13. ▲ Describe the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).
14. Explain the significance of important groups in the American Revolution
 - a. Loyalists
 - b. Patriots
 - c. Sons of Liberty
15. Examine the significance of important turning points in the American Revolution.
 - a. Boston Massacre
 - b. Continental

Congress

- c. Boston Tea Party
- d. Lexington and

Concord

- e. Saratoga
- f. Valley Forge
- g. Yorktown

16. Discuss the international support for the American Revolution.
17. Discuss the strengths and weaknesses of the Articles of Confederation.
18. ▲ Describe how the Constitutional Convention led to the creation of the United States *Constitution*.
 - a. Great

Compromise

- b. Three-Fifths

Compromise

19. Recognize the importance of the presidency as it was defined by George Washington.
20. Explain United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787).
21. ▲ Use historical timelines to trace the cause and effect relationships between events in different places during the same time period (Colonial America and England).

22. Examine multiple primary sources to understand point of view of an historical figure.
23. Locate information using a variety of sources to support a thesis statement.
24. Use information including primary sources to debate a problem or an historical issue.
25. Observe and draw conclusions.
26. Use research skills to interpret an historical person or event in history and note the sources of information.

▲ Assessed Indicator

FIFTH GRADE VOCABULARY

Articles of Confederation
Benefit
Borrowing
Constitution
Consumer
Copyright
Cost
Culture
Demand
Diffusion
Distribution
Economic interdependence
Economy
Federalism
Feudalism
Goods
Government
Incentives
Income
Interest
Latitude
Legend
Location
Longitude
Magna Carta
Mayflower Compact
Migration
Natural resource
Opportunity cost

Patent
Places

Political features
Population distribution
Price
Primary source
Privileges
Production
Productivity
Profit
Push-pull factors
Region
Religion
Renewable resource
Resource
Responsibility
Revenue
Rights
Rule of law
Scarcity
Secondary source
Services
Specialization
Spending
Supply
Technology
Trade
Wants

SIXTH GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Psalm 119:167 (I obey your statutes for I love them greatly). Discuss context of passage.
2. Recognize that every *civilization* has a form of law or order.
3. Demonstrate respect for American symbols, songs, traditions, etc.
4. ▲ Compare and contrast the *rights* of people living in Ancient Greece (Sparta and Athens) and classical Rome with the modern United States.
5. ▲ Identify the basic features of systems of government (e.g., *republic, democracy, monarchy, dictatorship, oligarchy, theocracy*).
6. Describe the ways political systems meet or fail to meet the *needs* and *wants* of their citizens (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).
7. Define the characteristics of nations (e.g., territory, population, government, *sovereignty*).

Standard 2: Economics

The student will:

1. Understand the importance of stewardship in meeting the needs of the others in the Parish community.
2. ▲ Explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land).
3. Give examples of international *economic interdependence* (e.g., Europe depended on the Far East for spices and tea; Far East received silver and gem stones in exchange).
4. Recognize the economic conditions under which *trade* takes place among nations.
5. ▲ Identify barriers to trade among nations (e.g., treaties, war, transportation, geography).
6. Determine the *costs* and *benefits* of a *spending*, saving, or *borrowing* decision.
7. Explain that *budgeting* requires *trade-offs* in managing *income* and spending.
8. Identify the *opportunity cost* that resulted from a spending decision.
9. Analyze how *supply* of and *demand* for workers in various careers affect income.

Standard 3: Geography

The student will:

- ▲ Explain and use map titles, symbols, cardinal and intermediate directions, *legends, latitude and longitude.*
- Locate major physical and political features of Earth from memory:

▲ China

Himalayan Mountains

▲ Egypt

Huan He (Yellow River)

▲ Greece

Indus River

Central America

Mediterranean Sea

Nile River

Jerusalem

Mecca

▲

Mesopotamia (modern Iraq)

Persian Gulf

Persia (modern Iran)

▲ Rome

Red Sea

▲ India

Tigris River

Sahara Desert

Yangtze River

Saudi Arabia

Chile

Adriatic Sea

Brazil

Aegean Sea

Peru

Constantinople (modern Istanbul)

Amazon River

Ganges River

Andes Mountains

- Identify major patterns of world populations, *physical features*, ecosystems, and

cultures using historic and contemporary *geographic tools* (e.g., maps, illustrations, photographs, documents, data).

4. Identify types of regions (e.g., climatic, economic, cultural).
5. Describe how *places* and regions may be identified by cultural symbols (e.g.,
Acropolis in Athens, Muslim minaret, Indian sari).
6. ▲ Identify and describe the *location*, landscape, climate, and *resources* of early world civilizations:
 - ▲ Mesopotamia
 - ▲ Egypt
 - ▲ India
 - ▲ China
 - ▲ Greece
 - ▲ Rome
 - ▲ Middle/South America
 - Western Europe
 - West Africa
 - Japan
7. Compare and contrast early world civilizations in terms of human characteristics (e.g., people, *religion*, language, customs, government, agriculture, industry, architecture, arts, education).
8. Trace the movement (*diffusion*) from one *region* or center of *civilization* to other regions of the world (e.g., people, goods, and ideas).
9. Explain the *distribution* patterns of ecosystems within hemispheres to define climatic *regions*.
10. Identify *renewable* and nonrenewable *resources* and their uses.
11. Examine reasons for variation in *population distribution*.
12. ▲ Describe the forces and processes of conflict and cooperation that divide or unite people:
 - ▲ Uneven distribution of *resources*
 - ▲ Water use in ancient Mesopotamia
 - ▲ Building projects in ancient Egypt and ▲ *Middle/South America*
 - ▲ The Greek *city-states*
 - Empire building
 - Movements for independence or rights
13. Explain how humans modify the environment and describe some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia).
14. Describe the impact of natural hazards on people and their activities.

15. Explain the relationship between the availability and use of *natural resources* and advances in *technology* using historical and contemporary examples.
(e.g., clay tablets, papyrus, paper-printing press, computer).
16. Explain the relationship between *resources* and the exploration, *colonization* and settlement patterns of different world *regions* (e.g., mercantilism, imperialism, and colonialism).

Standard 4: History

The student will:

1. Explain the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals).
2. ▲ Compare the origin and accomplishments of early river valley *civilizations* (e.g., Tigris and Euphrates (Mesopotamia): *city-states*, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang *Dynasty*).
3. Explain central beliefs of early *religions* (e.g., *polytheism, monotheism, animism*).
4. ▲ Compare and contrast characteristics of classic Greek government (e.g., *city-states*, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: *city's needs come first*).
5. Describe the significant contributions of ancient Greece to western *culture*.
6. Explain the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire).
7. ▲ Describe key characteristics of classical Roman government (e.g., Roman *Republic*: senate, consuls, veto, written law; Roman Empire: emperors, expansion).
8. Analyze the reasons for the decline and fall of the Roman Empire.
9. ▲ Examine the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.
10. Trace the development and spread of Christianity.
11. Describe key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism).
12. ▲ Describe key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).
13. Describe the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca *civilizations*.
14. Describe the governmental/political, social, and economic institutions and innovations of the Byzantine Empire.
15. Describe the political and economic institutions of medieval Europe (e.g., *manorialism, feudalism, Magna Carta*, Christendom, rise of towns and *trade*).
16. Describe Japanese feudalism and compare to European feudalism.

17. Explain geographic, economic, political reasons for Islam's spread into Europe, Asia, and Africa.
18. Discuss how the Crusades allowed interaction between the Islamic world and medieval Europe.
19. Explain the impact of Mongol Empires.
20. ▲ Examine a topic in World history to analyze changes over time and make logical inferences concerning cause and effect.
21. Examine a variety of *primary sources* in World history and analyze them in terms of credibility, purpose, and point of view.
22. Use at least three primary sources to interpret a person or event from World history to develop an historical narrative.
23. Compare contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events.

▲ Assessed Indicator

SIXTH GRADE VOCABULARY

Animism
Benefit
Borrowing
Budget
City-states
Civilization
Colonialism
Colonization
Cost
Culture
Demand
Democracy
Dictatorship
Diffusion
Distribution
Dynasty
Economic interdependence
Era
Feudalism
Geographic tools
Goods
Government
Imperialism
Income
International trade
Latitude
Legend
Location
Longitude
Magna Carta
Manorialism
Mercantilism
Middle/South America
Migration
Monarchy
Monotheism

Natural resource
Needs
Oligarchy
Opportunity cost
Philosophy

Physical feature
Places
Polytheism
Population distribution
Primary source
Production
Profit
Region
Religion
Renewable resource
Republic
Resource
Responsibility
Rights
Scarcity
Services
Sovereignty
Spending
Supply
Technology
Theocracy
Trade
Trade-off
Wants

SEVENTH GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Deuteronomy 31:9. Discuss the implications to student life.
2. Demonstrate respect for American symbols, songs, traditions, etc.
3. Understand the difference between criminal and civil law as it applies to individual citizens.
4. ▲ Compare how juveniles and adults are treated differently under law.
5. Evaluate the importance of the *rule of law* in protecting individual *rights* and promoting the *common good*.
6. ▲ Define the *rights* guaranteed, granted, and protected by the *Kansas Constitution* and its amendments.
7. Explain the three branches of *Kansas government*.
8. Explain how authority and *responsibility* are balanced and divided between national and state governments in a federal system.
9. Explain why separation of powers and a system of checks and balances are important to limit government.
10. Describe how citizens, legislators, and interest groups are involved in a bill becoming a law at the state level.
11. Design, research, and complete a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project).
12. Know various procedures for contacting appropriate representatives for the purpose of expressing ideas or asking for help at the state or local level.
13. Recognize that cities are formed through a process of *incorporation*, establishing boundaries, creating a *government*, levying taxes.
14. Identify the types of local government.
15. ▲ Identify the goods and services provided by local government in the *community*.
16. Research the roles of people who make up local government.
17. Understand the role of school boards.

Standard 2: Economics

The student will:

1. Understand the importance of stewardship in meeting the needs of the others in the Parish community.
2. Identify substitutes and complements for selected *goods* and *services*.
3. Explain that how people choose to use *resources* has both present and future consequences.
4. Analyze the impact of *inflation* or *deflation* on the value of money and people's purchasing power.

5. ▲ Describe examples of factors that might influence *international trade* (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos).
6. Explain the *costs* and *benefits* of trade between people across nations.
7. Give examples of factors that might influence international trade.
8. Give examples of how *tariffs*, *quotas*, and other *trade barriers* affect *consumers* and the prices of goods.
9. Identify *goods* and *services* provided by local, state, and national *governments*.
10. Examine relationship between local and state *revenues* and *expenditures*.
11. ▲ Compare the *benefits* and costs of *spending*, saving, or *borrowing* decisions based on information about products and services.
12. Explain how an individual's *income* will differ in the labor *market* depending on *supply* of and *demand* for his/her human capital.

Standard 3: Geography

The student will:

1. Locate major political and *physical features* of Earth from memory and describe the *relative location* of those features (**see list of geography locations attached**).
2. Develop and use different kinds of maps, globes, graphs, charts, *databases*, and models.
3. Use *mental maps* of Kansas to answer questions about the *location* of physical and human features.
4. Select and explain reasons for using different *geographic tools*, graphic representation, and/or technologies to analyze selected geographic problems.
5. Use geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present spatial *distributions* and patterns.
6. Identify and compare the physical characteristics of world regions.
7. Identify and compare the human characteristics of world regions (e.g., people, *religion*, language, customs, government, etc.).
8. Identify and explain how Kansas, United States, and world regions are interdependent.
9. ▲ Identify the various physical and human criteria that can be used to define a region.
10. Identify ways *technology* or *culture* has influenced regions.
11. Explain the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, the Great “American” Desert).
12. Explain how earth-sun relationships affect earth's *physical processes* and create physical patterns.
13. Explain patterns in the physical environment in terms of *physical processes*.
14. Describe the characteristics of ecosystems in terms of their *biodiversity*.
15. Explain the challenges faced by ecosystems.
16. Describe and analyze population characteristics through the use of demographic concepts.
17. Explain how the spread of cultural elements results in distinctive *cultural landscapes*.
18. ▲ Identify the geographic factors that influence world *trade* and *interdependence*.
19. ▲ Identify ways in which technologies have modified the physical environment of various world *cultures* (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).
20. Describe the consequences of having or not having particular *resources*.

Standard 4: History

The student will:

1. Demonstrate an understanding of periods in Church History – See religion outcomes.
2. Compare and contrast nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs, religions).
3. Describe the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas.
4. Explain how Stephen H. Long’s classification of Kansas as the “Great American Desert” influenced later United States *government* policy on American Indian relocation.
5. ▲ Analyze the impact of the Indian Removal Act of 1830 on the way of life for *emigrant* Indian tribes relocated to Kansas.
6. Describe the role of early Kansas forts in carrying out the United States government’s policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails.
7. Describe the concept of popular *sovereignty* under the Kansas-Nebraska Act and its impact on developing a state *constitution*.
8. ▲ Describe how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).
9. Analyze the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War.
10. Describe the role of important individuals during the territorial period:
 - a. Charles Robinson
 - b. James Lane
 - c. John Brown
 - d. Clarina Nichols
 - e. Samuel Jones
 - f. David Atchison
 - g. Andrew H. Reeder
10. Analyze the Wyandotte Constitution with respect to the civil *rights* of women and African Americans.
11. Describe important events in Kansas during the Civil War.
12. ▲ Describe the reasons for tension between the American Indians and the United States *government* over land in Kansas (e.g., encroachment on Indian lands, *depletion* of the buffalo and other *natural resources*, the Sand Creek massacre, broken promises)
13. Describe the United States government’s purpose for establishing frontier military forts in Kansas.
14. Determine the significance of the cattle drives in post-Civil war Kansas and their impact on the American identity.
15. Trace the migration patterns of at least one European *ethnic group* to Kansas.
16. ▲ Describe the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin “Pap” Singleton).
17. Explain the impact of government policies and the expansion of the railroad on

- settlement and town development.
18. Use *primary source* documents to determine the challenges faced by settlers and their means of adaptations.
 19. Describe the *movement* for women’s suffrage and its effect on Kansas politics.
 20. ▲ Describe the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, *government* corruption, high debts and low prices for farmers).
 21. Explain the accomplishments of the Progressive movement in Kansas.
 22. Analyze the impact of Kansas reformers on the nation (e.g., Populists: Mary E. Lease, Annie Diggs, William Peffer, “Sockless” Jerry Simpson; Progressives: Carry A. Nation, Samuel Crumbine, William Allen White, Socialists: J.A. Wayland, Kate Richards O’Hare, Emanuel and Marcet Haldeman-Julius).
 23. Describe the significance of farm mechanization in Kansas.
 24. Explain the significance of the work of entrepreneurial Kansans in the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Olive Beech, Lloyd Stearman).
 25. Describe the contributions made by Mexican *immigrants* to agriculture and the railroad industry.
 26. ▲ Compare agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).
 27. Use local *resources* to describe condition in his/her *community* during the Great *Depression*.
 28. Research the contributions of Kansans during the 1930s & 1940s (e.g., Amelia Earhart, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen).
 29. Summarize the effects of New Deal programs on Kansas life.
 30. Explain how World War II acted as a catalyst for change in Kansas.
 31. Analyze the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case *Brown v. Topeka Board of Education* and how it continues to impact the nation.
 32. Describe major flood control projects in the 1950s.
 33. Describe the role of Kansas *culture* in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks.
 34. Analyze the effect of rural depopulation and increased *urbanization* and suburbanization on Kansas.
 35. Explain the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., *church*, community, organizations, jobs, the fall of Southeast Asian governments).
 36. Identify issues facing Kansas state government in the 2000s.
 37. Analyze changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas History.
 38. ▲ Examine different types of *primary sources* in Kansas history and analyze them in

terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).

39. Use at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative.
40. Compare contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.

▲ Assessed Indicator

SEVENTH GRADE VOCABULARY

Benefit	Immigration
Borrowing	Income
Common good	Incorporation
Community	Inflation
Constitution	Interdependence
Consumer	International trade
Consumption	
Cost	Location
Culture	Map projections
Cultural diffusion	Market
Cultural landscape	Mental maps
Database	Migration
Debt	Natural resource
Deflation	Outsourcing
Demand	Physical feature
Depletion	Physical process
Depression	Places
Diffusion	Population distribution
Distribution	Population pyramid
Diversion	Price
Economic sanction	Primary source
Economy	Production
Embargo	Push-pull factors
Emigrant	Quota
Ethnic group	Region
Exchange rate	Relative location
Expenditures	Religion
Geographic Information System	Resource
Geographic tools	Responsibility
Goods	Revenue
Government	Rights
Human resource	Rule of law

Satellite image
Services
Sovereignty
Spatial distribution
Spending
Supply
Tariff

Technology
Trade
Trade barriers

SEVENTH GRADE GEOGRAPHY LOCATIONS

K-6 Locations Plus:

Amsterdam
Argentina
Cairo
Cuba
International dateline
Japan
Kenya
London
Paris
Rotterdam
Scandinavian Peninsula
South Africa
Tropic of Cancer
Tropic of Capricorn
Beijing
Berlin
Black Sea
Bosporus Strait
English Channel
Geneva
Hong Kong
Iran Jordan
Moscow
Panama Canal
Singapore
Suez Canal
Alps Mountains
Arabian Sea
Atlas Mountains
Baghdad

Baltic Sea
Bering Sea
Buenos Aires
Caspian Sea
Danube River
Dominican Republic
Gobi Desert

Haiti
Iberian Peninsula
Johannesburg
Lagos
Lake Victoria
Lisbon
Madrid Morocco
Mt. Everest
New Delhi
Niger River
North Sea
Ob River
Philippines
Po River
Pyrenees Mountains
Rhine River
Rio de Janeiro
Russia
Sea of Japan
Seine River
Strait of Gibraltar
Sydney
Thames River
The Hague

Ural Mountains
Vancouver
Volga River
Yellow Sea
Zaire River (Congo River)

KANSAS HISTORY (7 OR 8)*

Abilene
Arkansas River
Dodge City
Fort Hays
Fort Larned
Fort Leavenworth
Fort Scott
Garden City
Goodland
Hutchinson
Kansas City
Kaw River (Kansas River)
Lawrence
Manhattan
Missouri River
Salina
Topeka
Wichita
Ogallala Aquifer

* Please add locations important to your community or region.

EIGHTH GRADE SOCIAL STUDIES CURRICULUM

The primary focus of Social Studies in our Catholic schools is to teach students about membership in God's family. Students will develop skills enabling them to love and serve as Christ did.

Standard 1: Civics and Government

The student will:

1. Read Psalm 82:3. Discuss the rights of the poor and oppressed.
2. Demonstrate respect for American symbols, songs, traditions, etc.
3. Explain the recurring problems and solution involving minority *rights*.
4. Understand that the United States *Constitution* is written by and for the people and it defines the authority and power given to the *government* as well as recognizes the rights retained by the state governments and the people.
5. Research historical examples of how legislative, executive, and judicial powers have been challenged at the national level.
6. ▲ Explain how the United States Constitution can be changed through amendments.
7. ▲ Analyze the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.
8. Compare the popular vote with the Electoral College as a means to elect government officials.
9. Research and analyze a current issue involving *rights* from an historical perspective.
10. Examine government responses to international affairs from an historical perspective.

Standard 2: Economics

The student will:

1. Understand the importance of stewardship in meeting the needs of the others in the Parish community.
2. ▲ Analyze the effect of *scarcity* on the *price, production, consumption* and *distribution* of *goods* and *services* (e.g., price goes up and production goes down, consumption goes down and distribution is limited).
3. ▲ Explain how relative price, people's economic decisions, and innovations influence the *market* system
4. Describe the four basic types of earned *income* (e.g., wages and salaries, rent, *interests*, and profit).
5. Explain the factors that cause unemployment.
6. ▲ Describe the positive and negative *incentives* to which employees respond (e.g., wage levels, *benefits*, work hours, working conditions).

7. Describe examples of specialized economic institutions found in *market economies*.
8. Give examples of how monopolies affect *consumers*, the *prices of goods*, laborers, and their *wages*.
9. Explain how saving accumulation is influenced by the amount saved, the rate of return and time.
10. Determine the *opportunity cost* of decisions related to a personal finance plan or *budget*.

Standard 3: Geography

The student will:

1. Locate major political and physical features of Earth from memory and describe the relative location of those features:
 - a. Atlanta
 - b. New Orleans
 - c. Salt Lake City
 - d. San Antonio
 - e. Columbia River
 - f. St. Louis
 - g. Rio Grande
 - h. Black Hills
 - i. Continental Divide
2. Create maps, graphs, charts, *databases* and/or models to support historical research.
3. Identify and explain the changing criteria that can be used to define a *region* (e.g., North, South, Border States, Northwest Territory).
4. Explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/South-Dixie).
5. ▲ Evaluate demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, *migration* patterns: rural, urban).
6. ▲ Analyze *push-pull factors* including economic, political, and social factors that contribute to human migration and settlement in United States.
7. Compare cultural elements that created the distinctive *cultural landscapes* during the Civil War.
8. Identify the geographic factors that influenced United States-world *interdependence* in the 19th century.
9. Examine how human beings removed barriers to settlement by moving needed *resources* across the United States.

Standard 4: History

The student will:

1. Demonstrate an understanding of periods in Church History—See religion outcomes.
2. Explain the major compromises made to create the *Constitution*.
3. Describe how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties.
4. Describe the impact of the War of 1812.
5. ▲ Explain the impact of constitutional interpretation during the *era* (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court-*Marbury v. Madison*, *McCullough v. Maryland* (1819)).
6. ▲ Analyze how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).
7. ▲ Explain how the Industrial Revolution and technological developments impacted different parts of American society.
8. Define and give examples of issues during Andrew Jackson's presidency.
9. Analyze the development of nativism as a reaction to waves of Irish and German immigrants.
10. Explain the impact on American society of religious, social, and philosophical reform *movements* of the early 19th century.
11. Explain the issues of *nationalism* and sectionalism.
12. Discuss the impact of constitutional interpretation during the era.
13. ▲ Retrace events that led to sectionalism and secession prior to the Civil War.
14. Explain the issues that led to the Civil War.
15. ▲ Describe the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea).
16. Compare and contrast various points of views during the Civil War era.
17. Compare and contrast different plans for Reconstruction.
18. Discuss the impeachment and trial of President Andrew Johnson.
19. ▲ Analyze the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters).
20. Interpret the impact of the romance of the west on American *culture*.
21. ▲ Explain the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, *immigrant* agents).
22. Describe federal American Indian policy after the Civil War.
23. Explain American Indians' reactions to encroachment on their lands and the *government* response.
24. Explain how the rise of big business, heavy industry, and mechanized farming transformed American *society*.
25. Interpret data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19th century.
26. Compare and contrast the experiences of immigrants in urban versus rural settings.
27. Examine a topic in United States history to analyze changes over time and make logical inferences concerning cause and effect.

28. Examine a variety of different types of *primary sources* in United States history and analyze them in terms of credibility, purpose, and point of view.
29. Use at least three primary sources to interpret a person or event from United States history to develop a historical narrative.
30. ▲ Compare contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.

EIGHTH GRADE VOCABULARY

Affirmative action
Benefit
Budget
Community
Comparative advantage
Constitution
Constitutional powers
Consumer
Consumption
Cost
Credit
Culture
Cultural landscape
Database
Distribution
Era
Geographic Information System
Goods
Government
Immigrant
Immigration
Incentives
Income
Interdependence
Interest
Interest rate
Location
Market
Market economy
Migration
Movement
Nationalism
Natural resource
Opportunity cost
Outsourcing
Physical feature
Population pyramid
Price
Primary source
Production
Productivity
Profit
Push-pull factors
Region
Relative location
Resource
Rights
Savings
Scarcity
Services
Society
Sovereignty
Supply
Tariff
Technology
Thematic map
Trade
Wages

