

**SOCIAL STUDIES COURSE OF STUDY
K - 12
2008**



**Lucia D. McQuaide, Superintendent
Kathleen McClernon, Director of Curriculum and Instruction
Jeri Rod, Director of School Assessment
Office of Catholic Schools
Catholic Diocese of Columbus**

**SOCIAL STUDIES COURSE OF STUDY
TABLE OF CONTENTS**

Introduction	1
Philosophy	1
Committee	2
Assessment	3
Codes	4
Social Studies Tables	5
High School Courses	13
Standard Sheets	25
I Can Statements	61

Introduction

Following is the revised K-12 Social Studies Course of Study for the Catholic Diocese of Columbus. In the process of revising the K-12 Social Studies Course of Study, the committee used the 2002 Academic Content Standards K-12 Social Studies published by the Ohio Department of Education as a resource.

Philosophy

The study of social sciences is vital to the life of a constitutional democratic republic and to the formation of each student in a Catholic school. Through the study of people, places, events, and issues of the social sciences, the student will become an active, participating citizen and decision maker in a diverse society. It is through active learning and discussing the social sciences that the student can examine world events through the lens of Catholic Social Teaching. The student will emerge as a knowledgeable, thoughtful, and discerning citizen who is prepared to actively shape the future of the nation, local and global communities, and the Catholic Church.

The K-12 Social Studies Program is based on the following standards:

History

People in Societies

Geography

Economics

Government and Citizenship

Social Studies Skills and Methods

Social Studies Course of Study Committee

Lance Clark	Bishop Watterson High School
Larry Denbow	Bishop Rosecrans High School
Maureen Di Francesco	St. Mary School, Delaware
Beth Ann Hockett	St. Mary Magdalene School
Mike Huff	Bishop Watterson High School
Lari Hummer	St. Agatha School
Russ McBride	St. Matthias School
Mindy Mays	Holy Spirit School
Nick Moore	St. Agatha School
Deborah Murphy	All Saints Academy
Peggy Murphy	St. Matthew School
Barbara Recchie	Bishop Hartley High School
Mandy Rod	St. Francis De Sales High School
Jenni Sage	St. Paul School
Ruth Seggerson	St. Francis De Sales High School
Aaron Schrein	St. Charles Preparatory High School
Elaine Schuttinger	Trinity School
Chad Snyder	St. Mary School, Delaware
Tonia Soulas	Holy Spirit School
Mark Stinnett	St. Brigid School
Mary Underwood	St. Catharine School

Assessment

We make the following assumptions when we evaluate:

- Instruction and assessment are linked.
- Good teachers constantly assess students informally and formally.
- Teaching social studies for understanding rests in the teacher's ability to explore topics in a way to promote critical thinking.
- Assessments embedded in instruction are important sources of information for instructional decisions and intervention needs made by teachers and other members of the educational community.
- Students must be part of goal setting and evaluation, with self-assessment a vital part of learning.
- Formal assessments are stronger if they are directly linked to content and classroom instruction.
- Documentation of assessment is important in connecting classroom work to external evaluation.

Assessment techniques may include, but are not limited to:

- Teacher generated tests
- Quizzes
- Projects
- Homework and class work
- Discussion
- Multi-media presentations
- Teacher observations
- Self-peer evaluation
- Pupil-teacher conferencing
- Journals
- Oral presentations
- Essays

Codes

The skills in the scope and sequence have been coded as follows:

I-indicates “**Introduce**” the skill or concept at this grade level.

D-indicates “**Develop**” the skill or concept by reviewing, extending, and treating it in greater depth than the previous year(s).

M-indicates “**Master**” the skill or concept by being able to perform the skill or demonstrate an understanding of a concept at an acceptable level.

m-indicates “**Maintain**” the skill or concept by being able to perform the skill or demonstrate the concept after the initial mastery.

* Capital “**M**” in two consecutive grades indicates that the skill or concept should be mastered at either the ninth or tenth grade depending on the course sequence in high school.

Content Standard: History

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use the vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	D	M
B. demonstrate an understanding of his/her own personal history as part of a family, school, and neighborhood.	I	D	M	m	m	m	m	m	m	m	m	m	m
C. identify symbols and the people associated with historical events.	I	D	D	D	D	D	D	D	M	m	m	m	m
D. identify history as dealing with past events in terms of time and locations.	I	D	D	D	D	D	M	m	m	m	m	m	m
E. read and construct a time line.		I	D	D	D	D	D	M	m	m	m	m	m
F. explore historical events through the perspective of the Catholic faith.				I	D	D	D	D	D	M	M	m	m
G. explore local history as it applies to the grade level content.				I	D	D	D	D	M	m	m	m	m
H. identify cause and effect relationships within historical events.				I	D	D	D	D	D	M	M	m	m
I. compare and contrast past and present means of transportation, communication, and technology.				I	D	D	D	M	m	m	m	m	m
J. identify and describe selected historical periods.					I	D	D	D	M	m	m	m	m
K. identify and describe patterns of change in history.					I	D	D	D	M	m	m	m	m
L. use knowledge, facts, and concepts from history as these relate to current events.					I	D	D	D	M	m	m	m	m
M. analyze multiple viewpoints related to important events.					I	D	D	D	D	M	M	m	m
N. compare and contrast similar events in history.						I	D	D	M	m	m	m	m

II. Content Standard: People in Societies

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use the vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	D	M
B. explore, describe, compare, and contrast similarities and differences in the ways groups, societies, cultures, and the Catholic Church address similar human needs and concerns.	I	D	D	D	D	D	D	D	D	M	M	m	m
C. explore, describe, compare, and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values, and behaviors.	I	D	D	D	D	D	D	D	D	M	M	m	m
D. identify individual roles within specific cultures as learned patterns of behavior.	I	D	D	D	D	D	D	D	D	M	M	m	m
E. explore current events in light of Catholic Social Teaching.	I	D	D	D	D	D	D	D	D	M	M	m	m
F. explain how information and experiences may be interpreted differently by people from diverse cultural perspectives.			I	D	D	D	D	D	D	M	M	m	m
G. give examples of and explain individual, group, and institutional influences such as religious beliefs, laws, and peer pressure on people, events, and elements of culture.			I	D	D	D	D	M	m	m	m	m	m
H. identify examples of local, national, and global community institutions and describe their influences on societies.			I	D	D	D	D	D	D	M	M	m	m

II. Content Standard: People in Societies Continued

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
I. examine and describe belief systems, specific traditions, and laws in both contemporary and historical context.				I	D	D	D	D	D	M	M	m	m
J. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group could cause conflict.					I	D	D	D	D	M	M	m	m
K. identify and describe examples of tension between an individual's beliefs and government policies and laws.					I	D	D	D	D	M	M	m	m
L. analyze and explain the ways groups, societies, and cultures address human needs and concerns.							I	D	D	M	M	m	m
M. explain why information and experiences may be interpreted differently by people from diverse cultural perspectives.							I	D	D	M	M	m	m
N. examine culture as an integrated whole which exhibits both diversity and cohesion.							I	D	D	M	M	m	m
O. examine and analyze current events in light of Catholic Social Teaching.							I	D	D	D	D	D	M

III. Content Standard: Geography

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use the vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	D	M
B. identify, use, create, and interpret various representations of the earth.	I	D	D	D	D	D	D	M	m	m	m	m	m
C. describe how people create places that reflect ideas, personality, culture, wants, and needs.	I	D	D	D	D	D	D	M	m	m	m	m	m
D. use maps of locales, regions, and the world to demonstrate understanding of relative location, direction, size, and shape.	I	D	D	D	D	D	D	M	m	m	m	m	m
E. estimate distance and calculate scale, and distinguish other geographic relationships.			I	D	D	D	D	M	m	m	m	m	m
F. locate and distinguish among varying landforms and geographic features.			I	D	D	D	D	M	m	m	m	m	m
G. examine the interaction of people and their physical environment.				I	D	D	D	M	m	m	m	m	m
H. explore ways that the earth's physical features have changed over time.					I	D	D	M	m	m	m	m	m
I. describe ways that historical events have been influenced by, and have influenced physical and human geographic factors.					I	D	D	D	M	m	m	m	m
J. consider existing uses and purpose of resources and the land, and evaluate alternate uses.						I	D	D	D	M	M	m	m

IV. Content Standard: Economics

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	M	m
B. give examples that show how needs and wants, scarcity and choice, govern personal economic decisions and use of resources.	I	D	D	D	D	D	D	D	M	m	m	m	m
C. explain and demonstrate financial literacy about the role of money in everyday life.	I	D	D	D	D	D	D	D	D	M	M	m	m
D. describe the role of specialization and exchange in the economic process.					I	D	D	D	D	M	M	m	m
E. describe and analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.						I	D	D	D	M	M	m	m
F. explain, compare, and contrast how values and beliefs influence economic decisions in different societies.							I	D	D	D	D	M	m
G. give and explain ways that various economic systems structure their choices as to how goods and services are produced and distributed.							I	D	D	D	D	M	m
H. use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current viewpoint.							I	D	D	D	D	M	m
I. compare basic economic systems (market, command, and mixed) by considering rules and procedures dealing with consumers, governments, public and private sectors, and labor.							I	D	D	M	M	M	m

IV. Content Standard: Economics Continued

The student will	K	1	2	3	4	5	6	7	8	W. S.	U. S.	Econ	Gov.
J. analyze and explain the costs and benefits to society of allocating goods and services through private and public sectors.								I	D	D	D	M	m
K. give examples and describe the relationships of various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.								I	D	D	D	M	m
L. distinguish among various economic systems and how they interact from an historical and current viewpoint.								I	D	D	D	M	m

V. Content Standard: Government and Citizenship

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	D	M
B. identify citizenship traits through the respect of rules, choices, and their consequences.	I	D	D	D	D	D	D	M	m	m	m	m	m
C. explain the symbolic meaning of the American, Ohio, and Papal flags, Pledge of Allegiance, the National Anthem, and other state, national, and international symbols.	I	D	D	D	D	D	D	D	M	m	m	m	m
D. describe the importance of the role of the individual in the community and government.	I	D	D	D	D	D	D	D	D	D	D	D	M
E. explain government and its role and responsibilities to the community.			I	D	D	D	D	D	M	m	m	m	m
F. identify and describe how people can affect change in government policy.					I	D	D	D	D	D	D	D	M
G. evaluate the purpose of historical documents and the impact they had on the development of government.					I	D	D	D	D	D	D	D	M
H. explain why people organize in order to promote change in policy and resolve conflicts focusing on themes of social justice and Catholic Social Teaching.						I	D	D	D	D	D	D	M
I. understand the origins and theories of laws.						I	D	D	D	D	D	D	M
J. identify and distinguish various forms of government.							I	D	D	D	D	D	M
K. describe the relationships among law, government policies, and Catholic Social Teaching.							I	D	D	D	D	D	M
L. analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging world problems.								I	D	D	D	D	D
M. describe the law making process.									I	D	D	D	M
N. understand the U.S. legal system including the rights of the accused.									I	D	D	D	M

VI. Content Standard: Social Studies Skills and Methods

The student will	K	1	2	3	4	5	6	7	8	W.S.	U.S.	Econ.	Gov.
A. know and use vocabulary of the standard.	I	D	D	D	D	D	D	D	D	D	D	M	m
B. obtain and use information from oral, visual, print, and electronic sources, both primary and secondary.	I	D	D	D	D	D	D	D	M	m	m	m	m
C. organize and interpret information in text or graphic format.	I	D	D	D	D	D	M	m	m	m	m	m	m
D. communicate social sciences' information orally, visually, or in writing.	I	D	D	D	D	D	D	M	m	m	m	m	m
E. evaluate the reliability and credibility of sources, both fact and opinion.					I	D	D	D	D	M	M	m	m
F. analyze and synthesize information in order to draw conclusions and to make inferences and predictions.					I	D	D	D	D	D	D	M	m



American Military History Course Objectives

- A. Explore historical events through the perspective of the Catholic Church. I-D, F, J, M
- B. Apply Catholic Social Teaching on war and the need to avoid war in the future. I-F, II-O
- C. Apply Catholic Social Teaching to the “Just War” Theory. I-F, II-O
- D. Explore causes, effects, and possible solutions to global issues. I-H, K, II-L, III-G, V-L
- E. Develop an understanding of individual and human rights and responsibilities. V-B, E
- F. Discuss the future of war and peace. V-L
- G. Trace the history, mission, and development of the branches of the United States Military. I-C, D, J, N
- H. Discuss the relationship between the military and the government in a democratic society. II-D, G, H
- I. Discuss the role of the military in a democratic society. II-D, G, H
- J. Develop an understanding and application of the Seven Classic Maneuvers of Military History and the Five Elements of Strategy. I-A
- K. Develop an understanding of the impact of terrain and geography on military operations. III-G
- L. Outline the development and evolution of weapons in military history. I-I
- M. Analyze America’s involvement in World War II, Korea, Vietnam, the Gulf War, and the War on Terror. I-C, D, H, J, K, L, N
- N. Research the lives of American military leaders. I-C, D
- O. Compare and contrast military organization and strategy to achieving life goals. II-G, L
- P. Use organizational skills to conduct an independent study. VI-B, C, E, F



Geography Objectives

Location

- A. Produce and interpret maps and other geographic representations to solve geographic problems. III-B
- B. Use maps and other geographic representations to analyze world events and suggest solutions to world problems. III-B
- C. Evaluate the applications of geographic tools and supporting technologies to serve particular purposes. VI-E
- D. Use maps drawn from memory to answer geographic questions. III-B
- E. Identify the ways in which mental maps influence human decisions about location, settlement, and public policy. III-B, C
- F. Compare the mental maps of individuals to identify common factors that affect the development of spatial understanding and preferences. III-B, C
- G. Use models of spatial organization to analyze relations in places and between places. III-B, D, E

Places and Regions

- A. Explain place from a variety of points of view. III-D
- B. Describe and interpret physical processes that shape places. III-H
- C. List and explain the changing criteria that can be used to define a region. III-E
- D. Describe the types and organization of regional systems. III-E
- E. Identify human and physical changes in regions and explain the factors that contribute to those changes. III-C, G, H
- F. Explain the different ways in which regional systems are structured. III-D

- G. Interpret the connections within and among the parts of a regional system. III-D
- H. Use regions to analyze geographic issues and answer geographic questions. III-D
- I. Explain why places and regions are important to individual human identity and as symbols for unifying or fragmenting society. III-C, G
- J. Explain how individuals view places and regions on the basis of their stage of life, sex, social class, ethnicity, values, and belief systems. III-C, G
- K. Analyze the ways in which people's changing views of places and regions reflect cultural change. II-C, G
- L. Describe how physical processes affect different regions of the U.S. and world. III-H
- M. Explain Earth's physical processes, patterns, and cycles using concepts of physical geography. III-H
- N. Explain the various interactions resulting from Earth-sun relationships. III-H
- O. Describe ways in which the earth's physical processes are dynamic and interactive. III-H
- P. Analyze the distribution of ecosystems by interpreting relationships among soil, climate, and plant and animal life. III-G, H
- Q. Apply the concept of ecosystems to understand and solve problems regarding environmental issues. III-G, H
- R. Analyze the role of culture in defining regions. III-C, G
- S. Evaluate the role of differing cultures in determining control of the earth's surface and use of its natural resources. III-J

Human Interaction

- A. Explain how people perceive and use space. III-C, G
- B. Apply concepts and models of spatial organization to make decisions. III-C, G
- C. Explain how social, cultural, and economic processes shape the features of places. III-G
- D. Evaluate how humans interact with physical environments to form places. III-C, G
- E. Describe the interdependence of different cultures in terms of economics. III-C, IV-F
- F. Evaluate the ways in which technology has expanded the human capacity to modify the physical environment. III-C, G
- G. Explain the global impacts of human changes in the physical environment. III-C, G
- H. Develop possible solutions to scenarios of environmental change induced by human modification of the physical environment. III-C, G, VI-F
- I. Analyze examples of changes in the physical environment to support human activity. III-C, G, H
- J. Apply the concept of "limits to growth" to suggest ways to adapt or overcome the limits imposed on human systems by physical systems. III-C, G, VI-F
- K. Explain the ways in which individuals and societies hold varying perceptions of natural hazards in different environments and have different ways of reacting to them. III-C, G
- L. Evaluate policy decisions regarding the use of resources in different regions of the world. III-C, G, VI-F

- M. Analyze the ways in which physical and human features have influenced the evolution of significant historic events and movements. III-C, G, I, VI-F
- N. Analyze the ways in which physical and human features have influenced the evolution of significant historic events and movements. III-C, G, I, VI-F
- O. Suggest policies that are designed to guide the use and management of Earth's resources that reflect multiple points of view. III-C, G, VI-F
- P. Develop plans to solve local and regional problems that have spatial dimensions. III-C, G, VI-F
- Q. Use geographical knowledge and skills to analyze problems and make decisions within a spatial context. III-A, C, G, VI-F

Movement

- A. Predict trends in the spatial distribution of population on Earth. III-C, G
- B. Analyze population issues and propose policies to address such issues. III-C, G
- C. Evaluate the impact of human migration on physical and human systems. III-C, G, H
- D. Explain the economic, political, and social factors that contribute to human migration. III-C, G
- E. Describe the impact of culture on settlement patterns in relation to urban areas, geographic regions, and developed versus developing countries. III-C, G
- F. Explain the relationship among resources and the exploration, colonization, and settlement of different regions of the world. III-C, G
- G. Explain how the processes of spatial change have affected history. III-C, G



Modern History Objectives

Post World War II

- A. Explain American actions and their impact:
 - Truman Doctrine, and
 - Marshall Plan I-A, C, J, K
- B. Trace the development of the Cold War focusing on:
 - the Iron Curtain,
 - the creation of NATO,
 - the creation of the Warsaw Pact, and
 - the Berlin airlift. I-A, C, J, K
- C. Analyze the economic miracle of Western Germany's economy post WW II including:
 - the economic and geographic destruction of Germany due to the war, and
 - the infusion of economic recovery money, and
 - the rapid economic growth. IV-A, I
- D. Trace the economic unity plans of Europe including:
 - European Coal and Steel Community in 1956 (Robert Schumann)
 - Common Market in 1957 (Treaty of Rome)
 - Euratom in 1958
 - Maastricht Treaty in 1992 (Netherlands)
 - European Union "euro"
 - changes in the economy in Southern Europe IV-A, I
- E. Discuss the political changes in Northern Europe brought about by individual leaders or groups including:
 - Margaret Thatcher in the United Kingdom,
 - Charles De Gaulle in France, and
 - Northern Ireland and the IRA I-A, C, J, K
- F. Trace the developments that led to the fall of Communism in the Soviet Union.
- G. Discuss the politics in the USSR focusing on:
 - Khrushchev and Soviet politics, and
 - the Cold War. I-A, C, J, K
- H. Understand important events happening in the Satellite Nations including:
 - the Hungarian Revolution in 1956,
 - East Germany and the Berlin Wall in 1961,
 - Czechoslovakia in 1968, and
 - Poland and the Solidarity Movement with Lech Walesa in 1980. I-A, C, J, K
- I. Analyze conflicts in the Middle East focusing on:
 - creation of the nation of Israel in 1948,
 - the Six Day War,
 - the Suez Crisis,
 - Yom Kippur War in 1973,
 - the Palestinians and the PLO
 - The West Bank, Gaza Strip, and Golan Heights, and
 - Intifada Hamas. I-A, C, J, K, II-G, M
- H. Discuss OPEC and its impact on the Middle East focusing on:
 - Islamic Fundamentalism,
 - Ayatollah Khomeini,
 - Iraq/Iran War of 1980,
 - Iraq War of 1990-91, and
 - Middle East Peace Agreements. I-A, C, J, K, II-G, M
- I. Trace the fight for independence in Africa focusing on:
 - the demise of colonialism,
 - France's hold on Algeria,
 - Kenya and the 1st leader, Kenyatta,
 - Uganda under the dictator, Idi Amin,
 - Ghana and the new leader, Kwame Nkruma,
 - Zaire and Patrice Lumumba. I-A, C, J, K
- J. Understand the problems of Africa after colonialism including:
 - the population explosion,
 - agricultural problems, and
 - the impact of AIDS. I-A, C, J, K
- K. Understand the evolution of South Africa:
 - the system of Apartheid,
 - Nelson Mandela's influence in the African National Congress, his imprisonment, and his Nobel Peace Prize, and
 - the leadership of T. Mbeki. I-A, C, J, K
- L. Trace the developments associated with the portioning of India in 1947:
 - the role of Nehru,
 - conflict with Pakistan,
 - Hindu and Moslem conflicts,
 - the impact of Ghandi, and
 - the effect of partitioning India and Pakistan. I-A, C, J, K, II-J, K
- M. Understand the changes in French Indochina including:
 - War in Indochina from 1946 until 1954,
 - the rule of Bein Dien Phu in 1954, and
 - the involvement of the United States. I-A, C, J, K
- N. Understand the impact on parts of Southeast Asia as a result of the Vietnam Conflict:
 - Cambodia and the killing fields, and
 - the boat people. I-A, C, J, K, II-K, M
- O. Discuss the development of the Pacific Rim nations:
 - the rapid economic development of mini-dragons,
 - the Philippines, and

- new economic power of Korea.
I-N, IV-G
- P. Trace the evolution of China as a communist country:
 - Mao and the “long march,”
 - the efforts of Chiang Kai-Shek,
 - the Chinese Civil War, and
 - Communist China in 1949. I-A, C, J, K
- Q. Analyze how Mao transformed China:
 - his land reforms,
 - his industrial reforms,
 - his Great Leap Forward, and
 - his cultural revolution. I-A, C, J, K
- R. Understand the development of Japan after World War II including:
 - the American occupation,
 - the rapid economic growth, and
 - the political alignment. I-A, C, J, K
- S. Understand the history of the Korean War including:
 - the efforts of the U.N. peacekeeping action,
 - China’s impact upon entering the war, and
 - the efforts of Douglas MacArthur.
I-A, C, J, K
- T. Understand the problems of Latin America including:
 - the problems of establishing democracy in countries with a history of dictatorships,
 - single product economies,
 - the impact of illegal drugs,
 - Mexican/American relationships, and
 - Cuban/American relations.
I-A, C, J, K, IV-G, V-J
- U. Study some Canadian issues including:
 - Quebecois,
 - the discovery of oil in Alberta, and
 - immigration.



Sociology Course Objectives

Culture

- A. Analyze cultures of the world including values, norms, and sanctions. II-B
- B. Recognize the organization of society and its relevance to the individual. II-B
- C. Examine the importance of social institutions. II-G
- D. Analyze the problems facing society, their causes, and possible solutions. VI-F
- E. Examine the meaning of: II-A
 - culture
 - cultural variation
 - cultural change
 - resistance to change
- F. Analyze the following: II-J, VI-F
 - interaction of groups
 - the universal social process
 - class structure
 - social mobility
 - American social structure
- G. Examine the characteristics of social institutions. II-B, G
- H. Discuss: II-A, J
 - issues of crime
 - nature of criminality
 - patterns of crime
 - criminal justice system
- I. Examine the structure of poverty and the life of the poverty stricken. II-G, J
- J. Identify some issues facing the elderly in American society. II-J

Geography

- A. Examine environmental influences on population distribution and the standard of living in a given area. III-C, G
- B. Examine poverty and spatial distribution. II-C, G
- C. Examine crime and environmental issues. II-J

Economics

- A. Examine the economic problems facing different strata of American society. IV-B
- B. Analyze the economic effects of capitalism in American on the different strata of American society. IV-F, G

Government and Civics

- A. Identify and explain the following: V-E
 - government as an agent of society
 - government's role in conflict resolution
 - government's role in cultural conflict
 - interdependence of government and society
 - the welfare system
- B. Discuss contemporary issues and problems such as: V-D, E, F, L
 - political elections: promises, platforms, and outcomes
 - minority issues and civil rights issues
 - newsworthy reports on the institutions of family, education, and religion
 - current issues in crime, poverty, and aging.

Study Skills and Methods

- A. Use research skills and methods such as: VI-B
 - case study method
 - historical method
 - observation
 - survey method
 - content analysis
- B. Present a formal paper based on research. VI-D



Western Civilization Course Objectives

Late Middle Ages/ Renaissance

- A. Distinguish cause and effect relationships among the Crusades, the revival of trade, growth of towns, and the development of national states in Western Europe. I-H
- B. Explore historical relations among the European Renaissance and capitalism, humanism, Renaissance Art and Literature. I-D, II-C, G, J, IV-G

Age of Discovery (16th Century)

- A. Explain reasons for the decline of the political influence of the Catholic Church. I-F, II-G, J, K
- B. Distinguish between the teachings of Martin Luther and John Calvin and the impact on society of the Protestant Reformation. II-I, K
- C. Evaluate causes and effects of the Catholic Counter Reformation. I-A, C, D, F, H, J, K
- D. Describe the factors that led Europeans to the discovery of the New World. I-C, D, H, J, K
- E. Name and identify various explorers and areas of exploration. I-A, C, D, H, J, K
- F. Explain factors influencing development of overseas empires of Portugal, Spain, England, France, and the Netherlands (e.g., mercantilism). IV-G
- G. Explain the significant connections among Europe, Asia, and Africa. III-D, G

Age of Enlightenment, Science, and Reason

- A. Identify the following individuals and their contributions to philosophy and science: Roger Bacon, Copernicus, Galileo, Newton, Locke, Voltaire, Montesquieu, Rousseau, and others. I-C

- B. Demonstrate an understanding of the major literary, artistic, and musical achievements of the 18th century. II-C

Age of Democratic Revolution

- A. Describe the events that led to the supremacy of Parliamentary rule in England. I-C, D, H, J, K
- B. Recount the chain of events that lead to the American Revolution. I-C, D, H, J, K
- C. Describe the social structure of the Old Regime in France. I-C, D, J, K
- D. Trace the events that led to the French Revolution and the use of Napoleon. I-C, D, J, K
- E. Compare and contrast the elements of revolutions in South American to their counterparts in France and the American colonies. I-N

Growth of Liberalism, Nationalism, and Democracy

- A. Discuss the Congress of Vienna and its outcome. I-A, C, D, J
- B. Describe the significance of “balance of powers” in 19th century Europe. I-A, D, J, K
- C. Discuss how Italy and Germany became nations. I-C, D, J, K
- D. Compare and contrast the growth of democracy in England and Europe. I-C, D, J, K, N
- E. Explain the condition of the Ottoman Empire. I-A, C, D, J, K

The Industrial Revolution

- A. Define capitalism. IV-A, G
- B. Identify causes, results, and key individuals associated with the Industrial Revolution. I-A, C, D, H, J, K
- C. Identify some of the significant inventions of the Industrial Revolution and explain their impact on society. I-J, K, IV-B
- D. Compare and contrast some of the social and economic advantages and disadvantages created by the Industrial Revolution. I-A, C, D, J, K
- E. Identify Karl Marx and explain the impact his ideas had. I-A, C, D, J, K
- F. Describe the changes in the culture of the middle class in the areas of education, political participation, the role of women and children etc. II-D, F, G, J-L

Growth of Imperialism

- A. Analyze the reasons that the European countries began Empire building. I-A, III-C, G, I
- B. Explain the impact that Empire building had on Asia, Africa, and Latin America. I-A, III-C, G, I

World War I

- A. Discuss the causes leading to WWI. I-H, J, K
- B. Identify the major events of WWI. I-H, J, K
- C. Evaluate the Treaty of Versailles. I-A, J, K

Inter-War Period

- A. Explain how the effects of WWI and the Treaty of Versailles contributed to the rise of dictatorships in Europe. I-A, C, D, H, J, K
- B. Analyze the different viewpoints among nations concerning the fascist aggression in the 1930's. I-M
- C. Identify the political and economic characteristics of Communism. I-A, H, IV-A, G
- D. Explain the effects of the Communist Revolution in Russia. I-A, C, D, H, J, K
- E. Explain how art, music, and literature reflected the politics of the period. II-C

World War II

- A. Describe the causes leading to WWII. I-D, H, J, K
- B. Identify the major events, people, and their policies during WWII. I-A, D, H, J, K
- C. Explain the conditions that made the Holocaust possible. I-A, D, H, J, K
- D. Identify some of the major events (battles, decisions) of WWII. I-A-D, H, J, K
- E. Identify the results of WWII: problems, attempted solutions, and cultural, political, and economic changes. I-D, H, J, K, II-G, IV, B

Search for Peace and Freedom

- A. Explain how WWII helped set the stage for the Cold War. I-A, C, D, H, J, K
- B. Describe how the Cold War impacted politics in Europe and America. I-A, C, D, H, J, K
- C. Analyze the influence of mass media on politics and culture. II-C, F, M
- D. Analyze the rise of the U.S. and Soviet Union as superpowers. I-A, C, H, J, K
- E. Identify the steps to the fall of Communism and the after shocks of its demise. I-C, H, J, K
- F. Analyze the fall of the Soviet Union as a superpower and the break up of the Soviet Union. I-A, C, H, J, K
- G. Define the concept of global economic interdependence and discuss its implications. IV-G
- H. Identify some environmental problems and possible solutions. III-C, G, J
- I. Discuss current political, economic, and cultural issues and their sources in past events. I-L, II-B



Current Issues/Events/ Affairs Course Objectives

Applied Current Events

- 1. Use knowledge, facts, and concepts from history and apply them to current events. I-L
- 2. Understand the main idea from print and electronic sources concerning current events. I-L, VI-B
- 3. Use discussion techniques to convey ideas related to current happenings. I-L, VI-D
- 4. Evaluate current information to identify cause and effect relationships within current events. VI-C
- 5. Interpret data concerning current events. VI-C
- 6. Use current events in order to draw conclusions and make inferences. VI-F
- 7. Develop hypotheses based on current information. VI-F
- 8. Prepare oral and/or written reports on current topics. VI-D
- 9. Compare and contrast world political problems. I-N
- 10. Research to find pertinent information about a current topic. VI-B
- 11. Recall current information to share with class. VI-D
- 12. Define words that relate to current issues. VI-A
- 13. Summarize important information from a current events' issue. VI-C
- 14. Use maps and charts that relate to geographic areas involved in current events. III-B
- 15. Distinguish when a statement is a fact or opinion. VI-E
- 16. Identify reasons for present day world problems and make connections to previous historical events. I-L
- 17. Formulate questions, seek answers, and reach rational conclusions concerning an issue researched. VI-B
- 18. Evaluate the research methods used in print and electronic media. VI-E
- 19. Keep a daily journal of major international news events. VI-C, D
- 20. Understand and discuss local and regional issues. VI-D
- 21. Explain and demonstrate financial literacy concerning economic issues in the news. IV-C
- 22. Explain the importance of the U.S. as a world leader. I-J
- 23. Understand and analyze national economic and political events. VI-F
- 24. Understand how major social events impact the United States. II-H
- 25. Understand major international economic and political events and how they impact the U.S. II-H
- 26. Explain how world events impact his/her life. I-L
- 27. Explain how informed citizens can affect change. V-D
- 28. Identify ways that local political and economic decisions affect his/her life. I-G
- 29. Understand the nature of current problems in the local community that can impact his/her life. I-G



Makers of Western Tradition Course Objectives

Course Objectives

- A. Consider various perspectives about how leaders of Western Tradition had an impact.
I-C, I-M
 - B. Identify and appraise the events and ideas that influenced the leader's perspective, life, and accomplishments.
I-C, D, J
 - C. Research, discuss, and write about leaders of Western Tradition including: I-C, D, J, VI-B-F
 - Moses
 - Homer
 - Socrates
 - Alexander the Great
 - Julius Caesar
 - Constantine
 - Eleanor of Aquitaine
 - Dante
 - Leonardo da Vinci
 - Cortes
 - Martin Luther
 - Elizabeth I
 - Louis XIV
 - Voltaire
 - Catherine the Great
 - Napoleon
 - Charles Darwin
 - Queen Victoria
- Lenin
 - Sigmund Freud
 - Cecil Rhodes
 - Adolph Hitler
 - Albert Einstein
 - Stalin
 - Mahatma Ghandi
 - Nelson Mandela



Psychology (Social) Course Objectives

- A. Recognize how the family is the basic social unit of life. I-B, II-H
- B. Draw conclusions between the relationship of the brain and behavior. II-D
- C. Understand how emotional problems arise in stress related situations and see that mental illnesses are treatable. II-J
- D. Understand standardized IQ tests and their impact on culture. II-L
- E. Apply different contemporary personality theories. VI-F
- F. Analyze studies and theories such as: VI-F
 - imprinting (Lorenz)
 - critical periods (Harlow)
 - heredity/environment on infants
 - Piaget's cognitive development
 - Erickson's psychosocial stages
 - Freud's psychosexual states
- G. Draw conclusions about relationship of behavior and physical development in terms of: VI-F
 - motor development
 - cognitive development
 - personality
- H. Identify concepts such as: II-A
 - methods of studying the parts of the brain/spinal cord
 - cerebral cortex, lobes, hemisphere
- I. Analyze the major categories of abnormal behavior such as neurosis, psychosis, and personality disorder. VI-F
- J. Identify the major types of treatments such as: II-A
 - psychoanalysis
 - psychosurgery
 - use of psychoactive drugs
 - hospitalization
 - outpatient therapy.
- K. Identify the following: II-A
 - Stanford-Binet Test
 - S.A.T., A.C.T., aptitude tests
 - I.Q. Distribution Scale
 - studies by Arthur Jensen
- L. Identify Freud, Jung, and Adler and their contributions to the development of psychiatry. I-D
- M. Apply the impact of Freud on the study of development and identify the concepts of: VI-F
 - id, ego, and superego
 - ego defense mechanism
 - psychosexual
- N. Analyze techniques of advertising in terms of subconscious behavior. VI-F
- O. Identify concepts such as sublimation and marketing techniques, i.e., color packaging. II-A
- P. Apply current social issues in terms of effect on behavior and person. VI-F
- Q. Understand issues dealing with: II-A
 - alcohol/drug abuse
 - child abuse
 - teen pregnancy
 - divorce
 - old age and retirement
- R. Understand learning theories. II-A
- S. Describe forms of consciousness, including sleep. II-A
- T. Describe theories about the purposes and effects of dreaming. II-A
- U. Identify causes of stress and ways to reduce stress. II-A
- V. Understand the effects of perception. II-A
- W. Use research skills in using different sources of information. VI-B
- X. Analyze information from selected topics and write papers accordingly. VI-F



Street Law/Mock Trial Course Objectives

Course Objectives

- A. Understand the fundamental principles and values underlying the:
 - Constitution,
 - laws, and
 - the legal system. V-G, I, N
- B. Define the roles in a democratic society that each of following play:
 - law,
 - lawyers,
 - law enforcement officers,
 - and the legal system. V-D, E, N
- C. Explain how law and the legal system applies to him/her in everyday life. V-N
- D. Resolve disputes through informal and formal mechanisms using discussion, role play, and mock trials. V-N
- E. Discuss current issues and controversies related to law and the legal system.
- F. Explain how informed civic participation is necessary for a democracy to be effective.
- G. Discuss how justice, tolerance, and fairness are important in a diverse society.
- H. Develop critical thinking and reasoning skills, observation, communication, and problem solving through investigating current legal issues.
- I. Use case studies for the purpose of mock trials to discuss legal points and elements of crimes.
- J. Differentiate between the processes used in civil and criminal law especially in the court room.
- K. Explore career opportunities within the legal system.
- L. Use community resources available within the law and advocacy systems.



Kindergarten - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Demonstrate understanding of own personal life history (e.g. birth, toddler, preschool). I-B
- B. Recognize state and federal holidays and describe the significance. I-C
- C. Listen to and discuss songs, poetry, literature, and drama that reflect the cultural heritage of the United States. I-C, II-C
- D. Recite the days of the week. I-D
- E. Use vocabulary associated with historical time such as long ago, yesterday, today, and tomorrow. I-A, D

Standard II: People in Societies

- A. Identify ways that individuals in the family, school, and community are unique and ways that individuals are the same. II-B
- B. Identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music, and the arts. II-A, C
- C. *Discuss the jobs of different family members.* II-D
- D. *Discuss current events in light of the Catholic faith.* II-E

Standard III: Geography

- A. Make models and maps that represent real places. III-B

- B. Distinguish between land and water on maps and globes. III-A, B
- C. Describe the immediate surroundings of home. III-C
- D. **Recite home address.** III-D
- E. Demonstrate familiarity with the school's layout. III-D
- F. Identify and correctly use terms related to location, direction and distance, including:
 - up/down,
 - left/right,
 - near/far,
 - over/under,
 - here/there,
 - front/back, and
 - behind/in front of III-A, D

Standard IV: Economics

- A. Recognize that people have many wants. IV-A-B
- B. Explain that people make choices because they have wants. IV-A-B
- C. *Explain the role of money in everyday life.* IV-C

Standard V: Government and Citizenship

- A. Identify purposes for having rules and ways that rules provide order, security, and safety in the home, school, and community. V-A, B

- B. Discuss the attributes and actions of a good citizen. V-A, B
- C. **Recognize symbols of the U.S. that represent American democracy including:**
 - the national flag, and**
 - the Pledge of Allegiance.** V-C
- D. Identify authority figures in the home, school, and community. V-D

Standard VI: Social Studies Skills and Methods

- A. Listen for information. VI-B, *V-A
- B. Sort objects or pictures according to appropriate criteria. VI-C (Math V-A-2, VI-A)
- C. Compare similarities and differences of objects or pictures. VI-C (Math V-A-1)
- D. Communicate Information. VI-A, D *IV-C

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study.



Grade 1 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Place events from one's own life in chronological order. I-B, E
- B. Raise questions how families lived in the past by examining photographs, letters, artifacts, and books to clarify what is known and what is unknown. I-C, D
- C. Relate stories of the heroism and the achievements of the people associated with state and federal holidays. I-C
- D. Compare past and present, near and far, with emphasis on daily life including: roles of men, women, and children; their basic needs, and ways people meet those needs. I-C, D, II-D
- E. Recite the months of the year. I-A, D
- F. Distinguish among past, present, and future. I-D

Standard II: People in Societies

- A. Describe similarities and differences in the ways different cultures meet human needs, including:
 - food,
 - clothing,
 - homes,
 - language, and
 - artistic expression. II-A, B

- B. Identify characteristics of different world cultures in the folktales, music, and art created by people living in that culture. II-A, C
- C. Describe family and local community customs and traditions. II-A, C, D
- D. Describe life in other countries with emphasis on daily life, including roles of men, women, and children. II-B-D
- E. *Explain how the Catholic faith connects to events in daily life.* II-E

Standard III: Geography

- A. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school, or neighborhood). III-A, B
- B. Describe human adaptations to variations in the physical environment including:
 - food,
 - clothing,
 - shelter,
 - transportation, and
 - recreation. III-C
- C. Compare areas within the local community to identify similarities and differences. III-C
- D. Identify and correctly use terms related to location, direction, and distance such as left/right and near/far. III-D

- E. Identify and use symbols to locate places of significance on maps and globes. III-D
- F. Identify and describe the physical features and human features of the local community. III-C, D
- G. **Locate Columbus, Ohio, and the U.S. on a map or globe.** III-D

Standard IV: Economics

- A. **Identify choices people make to satisfy what is needed and what is wanted when they have limited resources.** IV-A, B
- B. Describe the ways people produce, consume, and exchange goods and services in their community. IV-A, B
- C. Explain ways that people may obtain goods and services that they do not produce, including barter and the use of money. IV-C

Standard V: Government and Citizenship

- A. Discuss citizenship traits of trustworthiness, fairness, self-control, and respect for others. V-A, B, D
- B. Explain how voting can be used to make group decisions. V-B
- C. **Discuss the purposes of rules in different settings, and the consequences of following or not following the rules.** V-B

- D. **Explain the importance of American symbols of the U.S. that represent American democracy and values including:**
 - bald eagle,
 - White House,
 - Statue of Liberty, and
 - National Anthem V-C
- E. Recognize the role of authority figures in providing for the safety and security of individuals. V-D

Standard VI: Social Studies Skills and Methods

- A. Obtain information about a topic using a variety of oral and visual sources. VI-A, B, *IV-A-2, B, C
- B. Sequence information. VI-B, *II-E-4
- C. Determine categories for sorting objects or pictures. VI-C, (Math V-A, VI-A)
- D. Identify main ideas from oral, visual, and print sources. VI-C
- E. Communicate information orally and visually. VI-D, *VI-A

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Grade 2 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. **Construct a time line placing events from one's own life in chronological order.** I-B, E
- B. Recognize that the actions of individuals make a difference and give examples of some people from diverse backgrounds who have contributed to the heritage of the United States, for example:
 - social and political leaders (George Washington, Harriet Tubman, Abraham Lincoln, Susan B. Anthony, Martin Luther King Jr.), and
 - explorers, inventors and scientists (George Washington Carver, Thomas Edison, Rachel Carson and Neil Armstrong). I-C
- C. List days of the week and months of the year in order. I- A, D
- D. **Use a calendar to determine the day, week, month, and year.** I-A, D
- E. Use historical artifacts, photographs, biographies, maps, and folklore to answer questions about the past. II-B
- F. Identify the work that people performed to make a living in the past and explain how jobs are different today. I-D, II-D

Standard II: People in Societies

- A. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. II-A-D
- B. Describe contributions of significant individuals, such as artists and musicians, to the cultural heritage of the U.S. II-C
- C. Explain how contributions of different cultures within the U.S. have influenced our common national heritage. II-C
- E. *Explore current events in light of Catholic Social Teaching.* II-E
- F. *Explain how an experience like Christmas may be interpreted differently by people from different cultures.* II-F

Standard III: Geography

- A. Read and interpret a variety of maps. III-B
- B. Construct a simple map with a map title and key that explains symbols that are used. III-A, B, D
- C. Compare how land is used in an urban, suburban, and rural environment. III-C
- D. Identify **human features, ways in which people have responded to and modified the physical environment, such as building roads, on a map.** III-C

- E. **Name, locate, and label from memory the continents and oceans.** III-C
- F. **Locate and identify physical features** (mountains, oceans, and rivers) on a map, picture, or 3-D model. III-A, B, E, F

Standard IV: Economics

- A. Tell different ways that a resource such as water can be used. IV-A-C
- B. **Distinguish between a good and a service.** IV-A-C
- C. **Explain ways that people are both buyers and sellers of goods and services.** IV-A-C
- D. Recognize that money is a generally accepted form of exchange for goods and services, and that different countries use different forms of money. IV-C
- E. Recognize that most people work in jobs in which they produce a few special goods or services. IV-A
- F. Explain why people in different parts of the world earn a living in a variety of ways. IV-B

Standard V: Government and Citizenship

- A. **Explain why people in authority are needed.** V-B, C
- B. Understand the importance of citizenship traits of honesty, respect for the rights of others, and patriotism. V-B
- C. Explain the purpose of rules in the workplace. V-B
- D. Predict the consequences of following or breaking rules. V-B
- E. **Explain the importance of American landmarks and the ideals that they represent including:**
 - the Washington Monument,**
 - the Jefferson Memorial, and**
 - the Lincoln Memorial.** V-A, C
- F. Explain how a system of government provides order to a group, such as a school or community and why government is necessary, including:
 - making and enforcing laws;
 - providing leadership;
 - providing services; and,
 - resolving disputes. V-E

- C. **Distinguish between fact and fiction in oral, visual, and print materials.** VI-C, *II-F-1
- D. **Communicate information orally and/or in writing.** VI-D, *IV-D

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study

Standard VI: Social Studies Skills and Methods

- A. Identify sources of information to gather research including:
 - people,
 - print materials,
 - visual sources, and
 - electronic sources. VI-B, D, *IV-B, C
- B. Sequence information concerning an event. VI-C, *II-E-5



Grade 3 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. *Identify symbols and people of historical importance.* I-C
- B. Investigate changes in the community over time by using various resources in the areas of:
 - businesses,
 - architecture,
 - physical features,
 - religion,
 - education,
 - transportation,
 - technology,
 - jobs, and
 - recreation. I-D, G, H, I
- C. Define and measure time by years, decades, and centuries. I-A, E
- D. Place local historical events in sequential order on a time line. I-E
- E. *Explain how the Catholic faith connects to events in daily life.* I-F

Standard II: People in Societies

- A. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - artistic expression,
 - religion,
 - language,
 - roles of members, and
 - food. II-B, C, D, I

- B. Describe the settlement patterns of various cultural groups within the local community. II-B
- C. Compare the cultural practices and products of the local community with another community in Ohio, the United States, and a country of the world. II-B-D
- D. *Discuss ways in which the Catholic Church helps the local community.* II-D, F
- E. *Explain how information or experiences may be interpreted differently by people from diverse cultural perspectives.* II-F
- F. *Identify examples of local, national, and global community organizations and describe their influence.* II-H

Standard III: Geography

- A. Use political maps, physical maps, and aerial photographs to ask and answer questions about the local community. III-B
- B. Identify ways that physical features affect and have been modified by the local community. III-C, G
- C. **Use a compass rose and cardinal directions to describe the relative location of places.** III-A, D
- D. Read and interpret maps by using the map title, map key, and the direction indicator to answer questions about the local community. III-E

- E. Use a number/letter grid system to locate physical and human features on a map. III-D
- F. **Locate the equator, Arctic and Antarctic Circles, North and South Poles, Prime Meridian, the tropics, and the hemispheres on maps and globes.** III-A, B, D-F
- G. Identify and describe the landforms and climate, vegetation, population, and economic characteristics of the local community. III-C, F, G
- H. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place. III-C, G

Standard IV: Economics

- A. **Explain how scarcity of resources affects personal decisions.** IV-A-C
- B. **Identify people who purchase goods and services as consumers and people who make profits as producers.** IV-A
- C. Categorize economic activities as examples of production or consumption. IV-A
- D. Discuss reasons that a person would save money. IV-C
- E. Explain how the local community is an example of a market where buyers and sellers exchange goods and services. IV-A, B

- F. Identify examples of economic competition in the local community. IV-A, B

Standard V: Government and Citizenship

- A. **Identify leaders such as mayor, governor, and president.** V-A, D
- B. **Explain how leaders are elected by people.** V-B, D
- C. Identify citizens' responsibilities, including:
 - voting,
 - obeying laws,
 - respecting the rights of others,
 - being informed, and
 - paying taxes. V-A, B, D, E
- D. Explain the importance of effective citizenship traits, including: free speech, tolerance, volunteerism, compromise, compassion, persistence, and civic mindedness. V-B, D, E
- E. *Explain the symbolic meaning of state, national, and international symbols.* V-C
- F. Describe ways in which people help to make a community a better place to live. V-B, D
- G. Explain the functions of local government, including:
 - promoting order and security,
 - making laws,
 - settling disputes,
 - providing public services, and
 - protecting the rights of individuals. V-E

- H. Explain the structure of local government and identify local leaders. V-A, E
- I. Identify the location of local government buildings and explain the functions of government carried out there. V-A, C
- J. Identify goods and services provided by local government, why people need them, and sources of funding (taxation). V-E
- K. Define power and authority. V-A, E
- L. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing). V-B, E

Standard VI: Social Studies Skills and Methods

- A. Obtain information about issues from a variety of sources, including:
 - maps,
 - photos,
 - oral histories,
 - newspapers,
 - letters,
 - artifacts, and
 - documents.
 VI-A, B, *IV-A-2, B-1,2, C-2,3
- B. Locate information using various parts of a resource:
 - table of contents,
 - illustrations,
 - index, and
 - glossary. VI-A, B *II-E-7

- C. Read and interpret pictographs, bar graphs, line graphs, and charts. VI-A, B, C *II-F-1, (math VI-B)
- D. **Communicate information visually.** VI-C, D

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study.



Grade 4 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Describe the earliest settlements in Ohio including prehistoric people. I-C, D, J
- B. Explain the effect of the Frontier Wars of the 1790's including the Battle of Fallen Timbers on the Native Americans in Ohio and the U.S. I-A, C, D, G
- C. *Examine the Frontier Wars through the perspective of the Catholic Faith, the settlers, and the Indians.* I-F, M, II-F, J, K
- D. Use the terms of the Northwest Ordinance to explain how Ohio progressed from territory to statehood. I-A, C, D, G
- E. Explain how canals and railroads changed the settlement patterns of Ohio and aided Ohio's economic growth. I-D, G, K, IV-B
- F. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Thomas Edison, and Granville Woods. I-A, C, D, K
- G. Construct time lines with evenly spaced intervals of years, decades, or centuries to demonstrate understanding of units of time and chronological order of significant events in Ohio history. I-E
- H. *Use knowledge, facts, and concepts from history as these relate to current events.* I-H, L, M

Standard II: People in Societies

- A. Describe the cultures of the various groups of people who have settled in Ohio over time, with emphasis on:
 - the Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient),
 - historic Indians of Ohio (Ottawa Wyandot, Mingo, Miami, Shawnee and Delaware),
 - European immigrants,
 - African Americans,
 - Amish, Mennonites, and Quakers, and
 - recent immigrants from Africa, Asia, and Latin America. II-A-D, J, K
- B. Compare the perspectives, practices and cultural products of various groups who have settled in Ohio over time. II-C, F, I
- C. Explain the reasons that groups of people came to Ohio, including:
 - opportunities in agriculture, mining and manufacturing,
 - family ties, and
 - freedom from political and religious oppression. II-B, G
- D. Describe the impact of the expansions of European settlements on American Indians in Ohio. II-B, F, G, H, J, K
- E. *Identify examples of local community institutions and describe their influence on Ohio.* II-H

Standard III: Geography

- A. **Use maps to locate major physical and human features of Ohio, including:**
 - Lake Erie,**
 - rivers including the **Ohio River,**
 - plains,**
 - Appalachian Plateau,**
 - bordering states,**
 - the **capital city,** and
 - other major cities. III-A, D, E, F
- B. Identify key locations of agriculture, mining, and forestry in Ohio. III-C, F, G
- C. Use elevation, resource, and road maps to answer questions about patterns of settlement, economic activity, and movement. III-A-C, G
- D. Explain how resources, transportation, and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber, and glass. III-C, G
- E. Use a linear scale to measure the distance between places on a map. III-A, D, E
- F. Use cardinal and intermediate directions to describe the relative location of places. III-A, D, E
- G. Describe the location of Ohio relative to other states and countries. III-B, D

- H. Describe and compare the landforms, climates, population, vegetation, and economic characteristics of places and regions in Ohio. III-F
- I. Identify ways that people have affected the physical environment, including:
 - draining wetlands,
 - clearing forests,
 - building farms, towns, dams, transportation systems, and fertilizer run-off and herbicides. III-G
- J. **Identify ways that transportation and communication are linked to patterns of settlement and economic activity.** III-G
- K. Identify how environmental processes (glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio. III-H, I
- L. Explain how climate is influenced by earth-sun relationships, landforms, and vegetation. III-E
- M. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in Ohio including: forests, fertile soil, oil, coal, and water. III-B, F, G
- N. **Identify the positive and negative consequences of humans changing the physical environment** including: Great Lakes navigation, highways, irrigation, and mining. III-C, G, I

IV: Economics

- A. Define opportunity costs and identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved. IV-A, B
- B. Explain how the availability of resources in Ohio promotes specialization in the production of goods and services and leads to trade. IV-A, B, D
- C. Explain how entrepreneurs seek to make a profit, but risk losing money when producing goods and services. IV-A, B
- D. Explain ways in which individuals and households generate and use income. IV-C
- E. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the goods and services available. IV-D
- F. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries. IV-D
- G. **Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.** IV-A, D

Standard V: Government and Citizenship

- A. Explain why personal responsibilities and civic responsibilities are important. V-B

- B. Explain why characteristics such as fairness, reliability, honesty, wisdom, and courage are desirable in selecting candidates to serve as leaders. V-B, D, E
- C. Describe the ways in which citizens can promote the common good and influence their government including:
 - voting,
 - participating in civic and service organizations,
 - communicating with officials, and
 - performing voluntary service. V-B, D, F
- D. *Identify common state symbols (e.g. animal, bird, flower, song, and seal).* V-C
- E. Explain why elections are used to select leaders and decide issues. V-D, F
- F. Explain the function of each of the three branches of government in Ohio:
 - the legislative branch, headed by the General Assembly, makes state laws,
 - the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly, and
 - the judicial branch, headed by the Supreme Court, interprets and applies the law. V-A, E
- G. Explain that the Ohio Constitution tells how the state government should be organized and grants rights to citizens. V-E, G

- H. Explain the purpose of a democratic constitution:
 - to provide a framework for a government;
 - to limit the power of government; and
 - to define the authority of elected officials. V-E, G
- I. **Give examples of documents (e.g., Ohio Constitution) that specify the structure of state government and explain how these documents foster self-government in a democracy.** V-E, G

Standard VI : Social Studies Skills and Methods

- A. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic.
 - atlases,
 - encyclopedias,
 - dictionaries,
 - newspapers, and
 - multimedia/electronic sources.
 VI-B, *IV-B, C
- B. Use a glossary and index to locate information. VI-C, *II-E-8

- C. Locate information using various parts of a source, including:
 - the table of contents,
 - title page,
 - illustrations,
 - keyword searches,
 - glossary, and
 - Index. VI-B, *II-E-8
- D. Use primary and secondary sources to answer questions about Ohio. VI-A, B
- E. Describe how archaeologists and historians study and interpret the past. VI-A, B
- F. Identify main ideas and supporting details from factual information. VI-B, *II-E-10
- G. Distinguish between fact and opinion. VI-E, *II-F-4-
- H. Read and interpret pictographs, bar graphs, line graphs, and tables. VI-C, *II-F-1
- I. Formulate a question to focus research. VI-C, *IV-A-1
- J. Communicate relevant information in a written report, including the acknowledgement of resources. VI-D, F, *III-F-5, IV-A-5

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Grade 5 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Compare how the different Indian tribes in North America lived. I-C, D, H-K
- B. Explain why European countries explored and colonized North America. I-C, D, H-K
- C. *Compare and contrast the settlement methods of the native Americans to the colonists.* I-M, N, II-G
- D. **Describe the cultural contributions of the Spanish, French and English (language, food, traditions, architecture) that are still evident today.** I-D, J, II-B, C
- E. *Name the contributions of the Spanish missionaries to the U. S.* I-F
- F. Explain how the U.S. became independent from Great Britain. I-C, D, J, K
- G. Tell why the U.S. expanded due to settlement, industry, and transportation. I-A, G, I
- H. Construct time lines and identify possible relationships between events. I-E, I
- I. *Use knowledge, facts, and concepts from history to discuss current events.* I-L

Standard II: People in Societies

- A. Describe the waves of immigration to North America and the areas from which people came in each wave. II-A, B
- B. Compare what immigrants thought American would be like with their actual experiences. II-F
- C. Compare life on Native American reservations today with the cultural traditions of Native Americans before the reservation system. II-A, B, D, E, H, K
- D. *Examine current life on a Native American reservation in light of Catholic Social Teaching.* II-E
- E. Describe the experiences of African Americans under the institution of slavery. II-F-J
- F. **Compare the perspectives, practices, and products of various cultural groups in North America:**
 - artistic expression,
 - religion,
 - language,
 - food,
 - clothing,
 - shelter, and
 - family roles. II-B, D

- G. **Explain why groups came to America and how they interacted with each other and the native Americans.** II-B, G

Standard III: Geography

- A. *Use an outline map of the U.S. to locate the 50 states and capitals.* III-A, B, D, E
- B. Locate the three largest countries of North America, the fifty states, the Rocky and Appalachian mountain ranges, Mississippi, Rio Grande, and St. Lawrence rivers, and the Great Lakes on an outline map of North America. III-A, B, D-F
- C. Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America. III-A, B, F, H
- D. Explain by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America. III-A, C, E, G
- E. Use or construct maps of colonization and exploration to show areas of European influence in North America. III-B, C, G, I

- F. Analyze reasons for conflict and cooperation among regions of North America including:
 - trade,
 - environmental issues, and
 - immigration. III-C, G, J

Standard IV: Economics

- A. Compare and contrast different allocation methods for scarce goods and services such as prices, command, first-come- first-served, sharing equally, and lottery. IV-A, B
- B. Explain the general relationship among supply, demand, and price in a competitive market. IV-C, E
- C. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service. IV-C, E
- D. Explain why demand among consumers/buyers results in higher product prices. IV-C, E
- E. Explain how education, specialization, capital goods, and the division of labor affect productivity. IV-A, D
- F. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce. IV-E
- G. **Explain why entrepreneurship, technology, specialization, and the division of labor are important in the production of goods and services.** IV-A, D

- H. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available. IV-D

Standard V: Government and Citizenship

- A. **Explain why voting and paying taxes are important responsibilities for a citizen.** V-B
- B. Explain the requirements for acquiring U.S. citizenship (birth, and naturalization). V-A
- C. Explain the obligations of upholding the U.S. Constitution:
 - obeying laws,
 - paying taxes,
 - serving on juries, and
 - registering for the selective service. V-A, B
- D. **Explain how the Mayflower Compact, the Declaration of Independence, and the Constitution are signs of self-government.** V-C, F
- E. **Name the three branches of government and what each does.** V-G
- F. Explain the essential characteristics of American Democracy:
 - the people serve as the source of the government’s authority,
 - all citizens have the right and responsibility to vote and influence the decisions of the government,

- the people run the government directly or through elected representatives,
- the powers of government are limited by law, and
- all people have basic rights guaranteed to them by the Constitution. V-B, D, F, I
- G. Explain the significance of the rights that are protected by the First Amendment:
 - freedom of religion,
 - freedom of speech,
 - freedom of the press, and
 - rights of petition and assembly. V-E
- H. *Explain how the colonists organized to bring a change in government, and connect this to ways people organize today to bring about change.* V-H

Standard VI : Social Studies Skills and Methods

- A. **Locate information from a variety of print and electronic sources (primary and secondary) and use them as sources.** VI-A, B, *IV-A-3,6, C-1
- B. Locate information in a variety of sources using key words, related articles, and cross references. VI-B, *IV-C-1
- C. Differentiate between primary and secondary sources. VI-A, B
- D. Read information critically in order to identify author, author's perspective, and author's purpose. VI-E, *II-F-1
- E. Compare and contrast points of agreement and disagreement among sources. VI-E

- F. **Draw inferences from factual information.** VI-F, *II-F-1
- G. *Organize key ideas by taking notes.* VI-C, *IV-A-4
- H. **Communicate research findings through presentations and reports.** VI-C, D *IV-D

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Grade 6 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

World History-Old Stone Age to the Crusades

Standard I: History

- A. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture, including:
 - hunter-gatherer societies,
 - tool making,
 - use of fire,
 - domestication of plants and animals,
 - organizing societies, and
 - governance. I-A, C, D, H-K
- B. Compare and contrast the geographic, political, economic, and social characteristics of the river civilizations of the Tigris and Euphrates, Nile, Huang Ho, and Indus including:
 - location,
 - government,
 - religion,
 - agriculture, and
 - cultural and scientific contributions. I-A, C, D, H, J, K, N, II-A-C, III-A, C, V-A, E, J
- C. Describe the enduring impact of early civilizations in India, China, Egypt, Greece, and Rome after 1000 BC including:
 - the development of concepts of government and citizenship,
 - scientific and cultural advancements,
 - the spread of religion, and
 - slavery and systems of labor. I-A, C, D, J, II-A, I, L, V-A, B, D, E

- D. Describe the characteristics of Maya, Inca, and Aztec civilizations focusing on:
 - location,
 - government,
 - religion,
 - agriculture, and
 - cultural and scientific contributions. I-A, C, D, H, J, K, II-A, B, I, III-A, G, I, IV-A, G, V-A, E, J
- E. Construct a multiple-tier time line from a list of events and interpret the relationships between the events. I-A, E, VI-C
- F. Arrange dates in order on a time line using BC and AD, or BCE and CE. I-A, E
- G. *Describe how the Catholic Church has impacted historical events.* I-A, F
- H. *Find examples of contributions from ancient civilizations found locally, e.g., columns of government buildings, The Ten Commandments* I-A, G
- I. *Use knowledge, facts, and concepts studied as they relate to current events.* I-A, L

History Benchmarks:

- Interpret relationships between events shown on multiple-tier time lines.**
- Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.**

Standard II: People in Societies

- A. Compare cultural practices and products of the societies studied focusing on:
 - class structure,
 - gender roles,
 - beliefs, and
 - customs and traditions. II-A-D, G, I-K
- B. Analyze the relationships among cultural practices, products, and perspectives of early civilizations. II-A-C, F-I, M, N
- C. Describe the cultural and scientific legacies of African, Greek, Roman, and Chinese cultures. II-A, B
- D. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language, or systems of government. II-A, G-I, M, N
- H. Examine and analyze how people in society have been treated in the past and in the present in light of Catholic Social Teaching, i.e., women in Mesopotamia and women in Iraq. II-A, O

People in Societies Benchmark

- Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of cultures.

Standard III: Geography

- A. For each of the civilizations studied, locate the major physical and human features on a map of the relevant region. III-A, B, D-F
- B. Use physical and historic maps to analyze the reasons that human features are located in particular places. III-A, C, G, I,
- C. Describe the geographic factors and processes that contribute to or impede the diffusion of people, products, and ideas from place to place and the effects of that movement on geographic patterns including:
 - physical features,
 - culture,
 - war,
 - trade, and
 - technological innovations.II-A, C, F, G, I
- D. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. III-A, H
- E. *Name resources that caused early civilizations to develop in particular geographic areas.* III-A, J

Geography Benchmark:

- Explain reasons that people, products, and ideas move from place to place and the effects of that movement on geographic patterns.
- For each of the civilizations studied, locate the major physical and human features on a map of the relevant region.

Standard IV: Economics

- A. Explain that most decisions involve trade-offs or compromise and give examples. IV-A, B
- B. *Trace the evolution of currency from bartered goods, precious metals, coins, and paper money.* IV-C
- C. Explain why trade occurs when individuals, regions, and countries:
 - specialize in what they can produce at the lowest opportunity cost,
 - how this causes both production and consumption to increase, and
 - how it contributes to interdependence. IV-A, D, E
- D. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services. I-A, B
- E. Compare the endowment of productive resources in world regions and explain how this endowment contributes to specialization, trade, and interdependence in ancient times. IV-B, D

- F. *Explain, compare, and contrast how values and beliefs of ancient civilizations influenced economic decisions.* IV-F
- G. *Examine the economic systems of the ancient civilizations and explain how these systems interacted.* IV-H
- H. Identify goods and services that were imported and exported in ancient societies and explain how this trade made these societies interdependent. I-A, D, G

Economics Benchmark:

- Explain how the endowment and development of productive resources affect economic decisions and global interactions.

Standard V: Government and Citizenship

- A. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government. V-A, D
- B. Explain why symbols used by ancient civilizations helped identify their country as a sovereign power. V-A, C
- C. Compare the rights and responsibilities of citizens living under various systems of government. V-A, D, F
- D. Explain reasons for the creation of governments such as:
 - protecting lives, liberty, and property, and
 - providing services that individuals cannot provide for themselves. V-A, E

- E. Compare direct and representative democracy using examples of ancient Athens, the Roman republic, and the U. S. today. V-A, E
- F. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns. V-A, E
- G. Describe the essential characteristics of the systems of government found in city-states, kingdoms, and empires in ancient civilizations. V-A, E
- H. *Explain the importance of Hammurabi's Code, how it would connect to government policy, and any connection it would have with Catholic Social Teaching.* V-A, G, I, J, K
- I. *Find examples when people organized to promote change, i.e., Israelites under the Egyptians.* V-A, H\

Government and Citizenship Benchmark:

- Explain why people institute governments.**

Standard VI: Social Studies Skills and Methods

- A. Use multiple sources to obtain information and define essential vocabulary for a research project using sources such as:
 - almanac,
 - gazetteers,
 - trade books,
 - periodicals,

- video tapes, and
- world wide web. VI-A, B *IV-A-2
- B. Analyze information from primary and secondary sources in order to summarize, make generalizations, and draw conclusions. VI-A,B, F, *II-E-2, , II-F-1, IV-A-3
- C. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts. VI-A, B (Math VI-A)
- D. Organize information using outlines and graphic organizers to analyze information in order to draw conclusions. VI-A, C, *III-B-3, IV-A-3
- E. Construct a bibliography for a research project. VI-A, D, E, *IV-A-5
- F. Communicate a position on a topic orally or in writing and support the position with evidence. VI-A, B, D, *III-F-5, IV-A-6, D-1-3

Social Studies Skills and Methods

Benchmark:

- Organize information using outlines and graphic organizers to analyze information in order to draw conclusions.**

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulleed bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Grade 7 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

World History-Crusades-Renaissance-20th Century

Standard I: History

- A. *Explore which of the studied religions are practiced in the local community.*
I-A, G
- B. Describe the conditions that gave rise to feudalism, as well as political, economic, and social characteristics of feudalism, in Asia and Europe.
I-A, C, D, F, H, K, IV-A, G, K
- C. Explain the lasting effects of military conquests during the Middle Ages focusing on:
 - Muslim conquests,
 - The Crusades, and
 - The Mongol invasions.
I-A, C, D, F- H, J, K
- D. Describe the impact of ideas and institutions on life focusing on:
 - invention of movable type,
 - achievements in art, architecture and literature during the Renaissance, and the Reformation. I-A, C, D, F, H-K
- E. Describe the importance of the West African empires of Ghana, Mali, and Songhay including:
 - trade routes,
 - products,
 - spread of the Arabic language, and
 - spread of Islam. I-A, C, D, H-K

- F. Describe the causes and effects of European exploration after 1400 including:
 - imperialism, colonialism, and mercantilism, and
 - the impact on the peoples of sub-Saharan Africa, Asia, and the Americas.
I-A, C, D, H-K
- G. Group events by broadly defined historical eras and enter onto multiple-tier time lines. I-D
- H. *Use knowledge, facts, and concepts studied and relate them to current events.* I-A, L

History Benchmarks:

- Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.**
- Describe the effects of interactions among civilizations during the 14th through the 18th centuries.**

Standard II: People in Societies

- A. Compare world religions and belief systems, focusing on geographic origins, founding leaders and teachings focusing on:
 - Buddhism,
 - Christianity,

- Judaism,
- Hinduism, and
- Islam II-A-D, F-I, L, I-N
- B. Compare and contrast the perspectives, practices, and cultural products of countries studied, including:
 - class structure,
 - gender roles,
 - beliefs, and
 - occupations. II-A-D, G, I, L-N, I-M
- C. Explain factors that foster conflict or cooperation among countries:
 - language,
 - religion,
 - types of government,
 - historic relationships, and
 - economic interests. II-A-C, F-J, L-N
- D. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language, or systems of government. II-A, F, G, K, L-N
- E. Describe the cultural and scientific legacies of African, Arab, and European civilizations. II-A-C, G
- F. *Explore, examine, and analyze current events in light of Catholic Social Teaching.* II-A, O

People in Societies Benchmarks:

- Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
- Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language, and forms of government.

Standard III: Geography

- A. Place countries, cities, deserts, mountains, and bodies of water on maps. III-A, B, D-F
- B. Use coordinates of latitude and longitude to locate places on a world map. III-A, E
- C. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication, and resources affect those patterns including:
 - agriculture,
 - mining,
 - fishing, and
 - manufacturing. III-A, C, G
- D. Identify and describe a variety of physical and human regions by analyzing maps, charts, and graphs that show patterns of characteristics that define the regions. III-A, D, G
- E. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
 - bodies of water,

- landforms,
- climate,
- vegetation,
- weathering, and
- seismic activity. III-A, C, G
- F. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - urbanization,
 - desertification, and
 - deforestation. III-A, C, G-I
- G. Explain the push and pull factors that cause people to migrate from place to place, including:
 - oppression/freedom,
 - poverty/economic, and
 - opportunity cultural ties. III-A, C, G, I
- H. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources. III-A, G, J

Geography Benchmarks:

- Identify on a map the location of major physical and human features of places studied.
- Define and identify regions using human and physical characteristics.
- Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

Standard IV: Economics

- A. Explain the availability of productive resources and how entrepreneurship affects the production of goods and services in different world regions. IV-A, B
- B. Describe the growth of cities and the establishment of trade routes in Asia, Africa, and Europe, the products and inventions that travel along these routes, and the role of merchants. IV-B, E, F
- C. Distinguish between goods and services typically produced by the private sector and the public sector. IV-J
- D. *Explain how desire for the spices produced in the East regenerated trade.* IV-B, D, E, F
- E. *Compare how decisions were made as to what goods and services were produced under feudalism as compared to after the revival of trade.* IV-G, H
- F. Describe how the different members of a manor contributed to the economic health of a manor. IV-J
- G. *Explain how the Crusades led to money being used on a wide scale.* IV-C
- H. *Define market (capitalist), command (communist), and mixed economies (socialist) and explain the differences among them.* IV-I, L

Economics Benchmark:

- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Standard V: Government and Citizenship

- A. Explain how opportunities for citizens to participate in and influence the political process vary under various forms of government. V-A, B, J
- B. *Explain how countries use symbols as part of their national identity.* V-C
- C. *Define the different roles that individuals had in the feudal society and why each was important to the survival of the manor.* V-D
- D. Describe the defining characteristics of democracies, monarchies, and dictatorships. V-E, J
- E. *Identify and describe how people can affect change in government policy by organizing.* V-F, H
- F. Explain the reasons that nations interact with each other, including:
 - diplomacy,
 - international meetings and exchanges, e.g., U.N.
 - treaties, and
 - use of military force. V-E, K
- G. Describe the rights found in the Magna Carta and show connections to rights Americans have today. V-G, I
- H. *Analyze the causes, consequences, and possible solutions to persistent contemporary and emerging world problems.* V-L

Government and Citizenship Benchmark:

- Explain how governments interact with each other.**
- Compare the defining characteristics of democracies, monarchies, and dictatorships.**

Standard VI: Social Studies Skills and Methods

- A. Analyze information from a variety of print and electronic sources and evaluate its reliability to:
 - summarize,
 - make generalizations, and
 - draw conclusions. VI-A, B, E, *III-E-3, F-2, IV-A-3
- B. Organize information using a variety of note taking strategies. VI-C
- C. Communicate a position on a topic orally or in writing and support the position with evidence. VI-A, D, E, *IV-A-6, IV-D-1-3
- D. Compare multiple viewpoints and frames of reference related to important events in history. VI-A, F *II-G-1

Social Studies Skills and Methods

Benchmark:

- Communicate a position on a topic orally or in writing and support the position with evidence.**
- Analyze different perspectives on a topic obtained from various sources.**

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulletheaded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Grade 8 - Social Studies Standards, Benchmarks, and Grade-Level Indicators

American History – Colonial Times through Reconstruction

Standard I: History

- A. Describe the political, religious and economic aspects of North American colonization, with emphasis on:
 - the reasons for colonization,
 - key differences among the Spanish, French and English colonies,
 - founders of the colonies,
 - interactions between Native Americans and European settlers, including the agricultural and cultural exchanges, alliances and conflicts,
 - indentured servitude and introduction and institutionalization of slavery,
 - the early representative government and democratic practices that emerged, including town meetings and colonial assemblies, and
 - conflicts among colonial powers for control of North America. I-A, C, D, H, J, K
- B Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonist and the British concerning:
 - Proclamation of 1763
 - Boston Tea Party
 - Stamp Act
 - boycotts
- C. Explain the results of important events of the American Revolution focusing on:
 - Townshend Acts
 - petitions
 - Tea Act
 - appeals
 - Intolerable Acts
 - Sons of Liberty
 - I-A, C, D, H, J, K, II-A, F, G, J, M
- D. Explain major domestic problems faced by the leaders of the Republic under the Articles of Confederation focusing on:
 - national security,
 - creating a stable economy,
 - dealing with war debts,
 - defining authority of the central government,
 - setting up a court system, and
 - collecting revenue. I-A, C, D, H, J, K, IV-G, V-E
- E. Explain the challenges in writing and ratifying the United States Constitution focusing on:
 - the compromises (Great, 3/5, over slave trade),
 - Federalist/Anti-Federalist debate, and
 - Bill of Rights. I-A, C, D, H, J, K
- F. Describe the actions taken to build one nation emphasizing:
 - precedents of Washington (cabinet, 2-term presidency),
 - Alexander Hamilton and the National Bank
 - creation of political parties, and
 - establishment of an independent federal court system. I-A, C, D, H, J, K
- G. Describe and analyze western territorial expansion of the U.S. focusing on:
 - Northwest Ordinance,
 - Westward Movement/Manifest Destiny,
 - Louisiana Purchase/Lewis and Clark,
 - Native American policies, and
 - Texas revolution and War with Mexico I-A, C, D, G, H, J, K, N, II-A, B, F, G, I, J, L, M
- H. Explain the causes of the Civil War including:
 - slavery,
 - states' rights,
 - differing economies of North, South and West,

- extension of slavery into the territories, including: Dred Scott Decision, the Kansas Nebraska Act, role of abolitionists such as Fredrick Douglas and John Brown, conflict with Catholic Social Teaching,
- addition of new states to the Union and the balance of power in the Senate, including the Missouri Compromise, the Compromise of 1850,
- emergence of Lincoln/Lincoln-Douglas debates, and
- election of 1860 and South secession. I-A, C, D, F-H, J, K, M, II-A, B, D, F, H, J-N
- I. Explain the course and consequences of the Civil War emphasizing:
 - strengths and weaknesses of each side,
 - Lincoln, Lee, Grant,
 - Gettysburg, and
 - Emancipation Proclamation. I-A, C, D, H-K, M
- J. Analyze the consequences of Reconstruction:
 - Lincoln's assassination and impeachment of Johnson,
 - 13-15 amendments, and
 - rise of the Ku Klux Klan and black codes. I-A, C, D, H, K, L, M, II-A, B, D, F-N
- K. *Explore historical events through the perspective of the Catholic Faith.* I-A, F, II-O
- L. *Use knowledge, facts, and concepts from history as they relate to current events.* I-L

History Benchmarks:

- Explain the causes and consequences of the American Revolution with emphasis on both colonial and British perspectives.**
- Explain the political and economic challenges faced by the U.S. after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.**
- Analyze the causes and consequences of the American Civil War.**
- Use knowledge of early American history and apply it to concepts such as modern day slavery and civil rights.**

Standard II: People in Societies

- A. Trace the development of religious diversity in the colonies and analyze how the concept of religious freedom has evolved in the United States. II-A-C, G, H, L, N
- B. Describe the social, economic and political effects of:
 - stereotyping and prejudice,
 - racism and discrimination,
 - institutionalized racism and institutionalized discrimination. II-A-C, F-I, K-N, IV-F, V-E, L
- C. Analyze how contact with Native Americans resulted in political relations, treaties, land acquisition, and Indian removal. II-A-D, F-N

- D. Analyze the economic and geographic factors that contributed to the enslavement of Africans and resistance to slavery. II-A-D, J, III-G, I, IV-B, G
- E. Explain the historic limitations on participation of women in United States society and efforts to gain equal rights for women. II-A, D-G, I, M
- F. Explain how the diverse peoples of the U.S. developed a common national identity. II-A-C, G, I, K-N
- G. *Recognize the role and teachings of the Catholic Church and how they address human needs and concerns.* II-B, D, E, O

Standard III: Geography

- A. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social, and economic characteristics. III-B, G, H, J
- B. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the U.S. during the 18th and 19th centuries. III-A, D, G, IV-A, C, G
- C. Explain how colonization, westward expansion, immigration, industrialization and advances in transportation and communication changed geographic patterns in the United States. III-A-C, G, I, I-I

Geography Benchmark:

- Describe how the American Civil War was influenced by physical and human geographic features.

Standard IV: Economics

- A. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries. IV-B, C, F, G, H
- B. Explain how the economic system established by Britain operated in the colonies. IV-L
- C. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War. IV-A, B, E, I
- D. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution. IV-C, F, J, K
- E. Explain how the uneven distribution of productive resources influenced the outcome of the Civil War. IV-A,-D, G, I
- F. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy. IV-C, F, G, K

Economics Benchmark:

- Identify connections between government policies and the economy.
- Explain how the South's need for slaves determined personal economic decisions and use of resources.

Standard V: Government and Citizenship

- A. Explain how the opportunities for civic participation expanded during the first half of the 19th century focusing on:
 - nominating conventions,
 - expansion of the franchise, and
 - active campaigning. V-A, B, D
- B. Show connections between the rights and responsibilities of citizenship focusing on:
 - voting and staying informed on issues,
 - being tried by a jury and serving on juries, and
 - having rights and respecting the rights of others. V-B, D, N
- C. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals focusing on:
 - Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner,
 - state constitutional conventions and the disenfranchisement of free blacks,
 - Jackson and his role in the removal of Native Americans,
 - Frederick Douglass and the abolitionist movement, and
 - Elizabeth Cady Stanton and women's rights. V-B, D, F, H
- D. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:

- the Sons of Liberty and Committees of Correspondence/ American independence,
- Underground Railroad and abolition movement/abolition of slavery. V-A, B, D
- E. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. V-A, D, E, G, I
- F. Explain how events and issues demonstrated the need for a stronger form of governance in the U.S focusing on:
 - Shay's Rebellion,
 - economic instability, and
 - government under the Articles of Confederation. V-A, D, E, G, H
- G. Explain the political concepts expressed in the Constitution:
 - representative democracy,
 - federalism,
 - bicameralism,
 - separation of powers, and
 - checks and balances. V-E, F, I, J
- H. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict, and establishes order and security. V-D, E, G, I

- I. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals, with emphasis on:
 - freedom of religion, speech, press, and assembly,
 - right to trial by jury and the right to counsel,
 - due process and equal protection of the laws. V-E, G, H, I, K
- J. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States. V-E, G, I, K, I-F
- K. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States focusing on:
 - payment of debt,
 - establishment of a national bank,
 - strict or loose interpretation of the Constitution, and
 - support for England or France. V-F, H
- L. Describe how a bill becomes a law. V-M

Government and Citizenship

Benchmarks:

- Identify historical origins that influenced the rights that U.S. citizens have today.
- Show the relationship between civic participation (Sons of Liberty and Committees of Correspondence) and attainment of civic and public goals.
- Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance provide for the protection of rights and the long-term future of a growing democracy.

Standard VI: Social Studies Skills and Methods

- A. Compare and contrast accuracy and point of view of fiction and nonfiction sources about a particular era or event. VI-A, B, *II-G-5, IV-A-3
- B. Construct an historical narrative using primary and secondary sources. VI-A, B, *III-F-4
- C. Organize information in text or graphic format. VI-B, C

- D. Write a position paper or give an oral presentation including citation of sources. VI-A, D, E, F, *III-D-5, IV-A-9
- E. Organize and lead a discussion. VI-C, D, *V-C

Social Studies Skills and Methods

Benchmark:

- Present a position and support it with evidence and citation of sources.

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulletheaded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Government- Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Evaluate the limitations and the opportunities that result from decisions made in the past:
 - electoral college,
 - direct election of senators,
 - income tax, and
 - length of terms of elected and appointed officials. I-A, D
- B. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech, or separation of church and state. I-C, D, J, V-N
- C. *Explore political events through the perspective of the Catholic Faith.* I-E

Benchmark for History:

- A. **Use historical interpretations to explain current events.**

Standard II: People in Societies

- A. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic, or religious groups:
 - Indian policies,
 - immigration laws,
 - segregation policies, or
 - selective service laws. II-D, G, I, K, L

- B. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights (legislation) prevent and reduce discrimination. II-I, K
- C. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U. S. society and economy:
 - naturalization,
 - voting rights,
 - racial integration, and
 - affirmative action. II-G, I, K, M
- D. Explain how the U. S. has been affected politically, economically, and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture. II-B, G, L
- E. *Explore current events in light of Catholic Social Teaching.* II-E

Benchmarks for People in Societies:

- A. **Identify the causes of political, economic, and social oppression, and analyze ways individuals, organizations, and countries respond to resulting conflicts.**
- B. **Explain the role of diverse cultural institutions in shaping American society.**

Standard III: Geography

- A. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development, or toxic waste disposal). III-G
- B. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government. III-J

Benchmark for Geography

- A. **Use appropriate data sources and geographic tools to analyze and evaluate public policies.**

Standard IV: Economics

- A. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - proportional tax;
 - progressive tax;
 - regressive tax. IV-A, C

Standard V: Government and Citizenship

- A. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good. V-A, E

- B. Explain, using examples, how political parties, interest groups, the media, and individuals influence the policy agenda and decision-making of government institutions. V-A, D, F, H
- C. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights. V-A, E
- D. Describe the changing relations among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights. V-A, E
- E. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government. V-E
- F. Explain the functions of local and state governments in Ohio. V-E, G
- G. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights. V-E, G, I
- H. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
- concurrent powers,
 - reserved powers,
 - implied powers, and
 - expressed powers. V-A, E
- I. Explain how interpretations of the basic principles found the U. S. Constitution have changed over time. V-E, G
- J. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws. V-A, E, N
- K. Explain the role of elections, apportionment, and political parties in facilitating the democratic process. V-A, B, D, F, H
- L. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their office with emphasis on:
- appointments,
 - primary and general elections,
 - the electoral college,
 - recall, and
 - impeachment. V-A, B, D, F
- M. Explain the use of initiative and referendum in the government in Ohio. V-A, E, F
- N. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving, NOW, Common Cause, NAACP, and Eagle Forum). V-B, D, F, H
- O. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances. V-B, D, F
- P. Explain how an individual participates in primary and general elections:
- registering to vote,
 - identifying the major duties, responsibilities and qualifications required for a particular position,
 - declaring or changing party affiliation, and
 - obtaining, marking, and depositing a ballot. V-B, D
- Q. Compare the rights of citizens and resident aliens. V-N
- R. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:
- legislation;
 - the role of the judiciary in upholding rights;
 - the role of citizens exercising their rights. V-B, D, E, N

- S. *Describe the relationship among law, government policies, and Catholic Social Teaching.* V-K

Benchmarks for Government and Citizenship:

- A. **Evaluate, take, and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the U. S. today.**
- B. **Explain how the U. S. Constitution has evolved including its philosophical foundations, amendments, and court interpretations.**
- C. **Analyze how citizens participate in the election process in the U. S.**
- D. **Evaluate various means for citizens to take action on a particular issue.**
- E. **Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.**

Standard VI: Social Studies Skills and Methods

- A. Identify a current public policy issue and arguments relative to the issue. VI-B, *IV-A-2
- B. Determine criteria by which arguments will be judged. VI-E, *IV-A-3
- C. Identify advocacy groups and obtain public policy information they produce. VI-B, *IV-A-2

- D. Critique a position on an issue and develop a rationale for that position. VI-F, *IV-A-3
- E. Critique the conclusions drawn from survey and research data by questioning:
 - sample size,
 - demographics,
 - sponsoring organization, and
 - logic of the conclusions reached. VI-F, *IV-A-3
- F. Identify appropriate tools for communicating a position on an issue (e.g., letter to the editor). VI-D, *IV-A-6
- G. Apply the processes of persuasion, compromise, and negotiation to the resolution of conflicts and differences. VI-EF, *II-F-5

Benchmarks for Social Studies Skills and Methods:

- A. **Obtain and evaluate information from public records and other resources related to a public policy issue.**
- B. **Critique data and information to determine the adequacy of support for conclusions.**
- C. **Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.**

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulletheaded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Economics- Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Select a current economic issue and identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources. I-L, IV-A, C
- B. *Explore historical events through the perspective of the Catholic Faith.* I-F

Benchmark for History:

- A. **Use historical interpretations to explain an economic trend.**

Standard II: People in Societies

- A. Evaluate the role of economic institutions in guiding, transmitting, preserving, and changing culture. II-B, G, H, L, IV-K
- B. Identify reasons for the impacts of multinational economic organizations:
 - Organization of the Petroleum Exporting Countries (OPEC),
 - European Monetary Union,
 - North American Free Trade Agreement (NAFTA),
 - World Trade Organization (WTO), and
 - World Bank. II-G, H, IV-C, L
- C. *Analyze economic issues in light of Catholic Social Teaching.* II-E, O

Benchmarks for People in Societies:

- A. **Analyze how economic issues may be viewed differently by diverse cultural groups.**

Standard III: Geography

- A. Describe the intended and unintended effects of human modifications to the physical environment and weigh the economic costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy; mass transportation systems, or farmland and wetland preservation). III-G, J

Benchmark for Geography:

- A. **Explain how the intended and unintended effects of human modifications to the environment impact economic costs.**

Standard IV: Economics

- A. Explain the effects of shortages, surpluses, and government-enforced controls on prices. IV-A, B
- B. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers, and investors. IV-A-C

- C. Explain the impact of inflation on economic behavior. IV-A-C
- D. Describe the functions of the components that make up an economic system and describe the relationships among them including:
 - Business,
 - productive resources,
 - financial institutions,
 - government, and
 - consumers. IV-A,K
- E. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market. IV-A, C
- F. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:
 - consumer price index,
 - unemployment rate, and
 - gross domestic product. IV-A, C
- G. Explain how countries use their comparative advantage to produce goods and services for trade with other countries. IV-A, H, L
- H. Explain the effects of specialization, interdependence, and trade on the U. S. and other countries. IV-E

- I. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - proportional tax,
 - progressive tax, and
 - regressive tax. IV-A, C
- J. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities, and education levels. IV-F
- K. Explain roles of individuals in the economy as producers, consumers, savers, workers, and investors. IV-A-C, K
- L. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
 - budgets,
 - savings,
 - investments, and
 - credit. IV-A, C
- M. Describe how interest rates affect savers and borrowers. IV-A,C

Benchmarks for Economics:

- A. **Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.**
- B. **Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.**

Standard V: Government and Citizenship

- A. Analyze economic policy decisions made by governments that have results in intended and unintended consequences. V-E, IV-G
- B. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost, and explain why the policies exist. V-E, IV-A, B
- C. Analyze relations and tensions between national sovereignty and international accords and organizations concerning trade agreements. V-L, IV-H, L
- D. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging world economic problems. V-L, IV-C
- E. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy. V-E, IV-C

Standard VI: Social Studies Skills and Methods

- A. Research an economic issue by gathering, recording, evaluating, and interpreting relevant data. VI-B, E, *IV-A-3

- B. Develop a research project and make formal presentations to the class using:
 - key terms,
 - support for main ideas,
 - examples,
 - statistics and other evidence,
 - visual aids, and
 - formal citation of sources. VI-D-F, *II-F-5, V-C-1

Benchmarks for Social Studies Skills and Methods:

- A. **Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.**

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulleted bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



U.S. History - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Explain the effects of industrialization in the U.S. in the 19th century:
- changes in work and the workplace,
 - immigration and child labor and their impact on the labor force,
 - modernization of agriculture,
 - urbanization, and the
 - emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
I-A, C, D, H-K, II-A, B, F, L,N
- B. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with an emphasis on:
- laissez-faire policies,
 - monopolies, and
 - standard of living.
I-A, C, D, H, J, K, II-A, L, IV-A
- C. Analyze the reasons for the rise and growth of labor organizations in the U.S. (Knights of Labor, American Federation of Labor, and Congress of Industrial Organization) including:
- unregulated working conditions,
 - laissez-faire policies toward big business, and standard of living.
I-A, C, D, H, J, K, II-A, G, K, M, N
- D. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with an emphasis on:
- urban reform,
 - conservation,
 - business regulation and antitrust legislation,
 - the movement for public schooling, and
 - regulation of child labor.
I-A, C, D, J, K, II-A, B, F, G, I, J, K
- E. Trace the development of the U.S. as a world power with emphasis on:
- the Spanish-American War, and
 - U.S. imperialism in the Far East, South Pacific, the Caribbean and Central America. I-A, C, D, H, J, K
- F. Trace the development of the U.S. as a world power with emphasis on:
- the decision to enter WW I,
 - President Wilson's Fourteen Points,
 - The Treaty of Versailles, and
 - the decision of the U.S. not to participate in the League of Nations.
I-A, C, D, H, J, K, II-H
- G. Analyze the impact of the U.S. participation in WW II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.
I-A, C, D, H, J, K
- H. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
- Marshall Plan,
 - Communist containment, including the Truman, Doctrine, Berlin Blockade and Cuban Missile Crisis, and
 - the Korean War and the Vietnam War.
I-A, C, D, H, J, K
- I. Analyze the major political, economic, and social developments of the 1920s including:
- the Great Depression,
 - the Dust Bowl, and
 - the New Deal. I-A,CD,D,H, J,K, II-A,B
- J. Analyze the impact of U.S. participation in WW II with emphasis on:
- events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce, and
 - the internment of Japanese-Americans.
I-A, C, D, H, J, K, M, II-A, B, L
- K. Explain major domestic developments after 1945 with emphasis on:
- postwar prosperity in the U.S.,
 - McCarthyism,
 - the space race, and
 - immigration patterns.
I-A, C, D, H, J, K, M, II-A, B, L

- L. Trace social unrest, protest, and change in the U.S. including:
 - antiwar protest during the Vietnam War,
 - the countercultural movement, and
 - the women's liberation movement.
 I-A,C, D,H,J,K,M,II-A,B,D,F,G,I-N
- M. Analyze the origins, major developments, controversies, and consequences of the civil rights movement with emphasis on:
 - Brown v Board of Education,
 - changes in goals and tactics of leading civil rights advocates and organizations, and
 - the linkages between the civil rights movement and movements to gain justice for other minority groups.
 I-A, C, D, H, J, K, M, II-A, B, D, F, G, I-N
- N. *Explore historical events through the perspective of the Catholic faith.* I-F

Benchmarks for History:

- A. **Explain the social, political, and economic effects of industrialization.**
- B. **Connect developments related to WW I with the onset of WW II.**
- C. **Analyze connections between WW II, the Cold War, and contemporary conflicts.**
- D. **Identify major historical patterns in the domestic affairs of the U.S. during the 20th century and explain their significance.**

Standard II: People in Societies

- A. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - National Association for the Advancement of Colored People (NAACP),
 - National Organization for Women (NOW),
 - American Indian Movement (AIM), and
 - United Farm Workers.
 II-A, B, D, F-N, I-J, K,N
- B. Analyze the perspectives that are evident in African-American, American Indian, and Latino art, music, literature, and media and how these contributions reflect and shape culture in the U.S. II-C
- C. Explain how Jim Crow laws legalized discrimination based on race. II-A, B, D, F, G, I-N
- D. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century. II-A, B, D, F, G, I-N, I-J, K, N
- E. Explain the effects of immigration on society in the U.S. including:
 - housing patterns,
 - political affiliation,
 - education system,
 - language,
 - labor practices, and
 - religion. II-A, B-D, F-N, I-A, J, K

- F. *Recognize the role and contribution of the teachings of the Catholic Church and how it addresses human needs and concerns.* II-O

Benchmarks for Peoples in Societies:

- A. **Analyze the influence of different cultural perspectives on the action of groups.**
- B. **Analyze the consequences of oppression, discrimination, and conflict between cultures.**
- C. **Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.**

Standard III: Geography

- A. Explain how perceptions and characteristics of geographic regions in the U.S. have changed over time including:
 - urban areas,
 - wilderness areas,
 - farmland, and
 - centers of industry and technology.
 III-A, H, J
- B. Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities and use of productive resources. III-A, G, I-J

- C. Analyze the geographic processes that contributed to changes in American society including:
 - industrialization and post-industrialization,
 - urbanization and suburbanization, and
 - immigration. III-A, G-I, II-A, B, L

Benchmarks for Geography:

- A. **Analyze the cultural, physical, economic, and political characteristics that define regions and describe reasons that regions change over time.**
- B. **Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.**
- C. **Analyze the patterns and processes of movement of people, products, and ideas.**

Standard IV: Economics

- A. Evaluate the effects of specialization, trade, and interdependence on the economic system of the United States. IV-A, D
- B. Analyze the development and impact of labor unions, farm organizations, and business organizations on the U.S. economy. IV-J, K
- C. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and business. IV-A, G

- D. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy. IV-A, F, G, K
- E. Analyze the impact of the Great Depression and World War II on the economy of the U.S. and the resulting expansion of the role of the federal government. IV-A, F, G, J, K

Benchmarks for Economics:

- A. **Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.**
- B. **Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.**

Standard V: Government and Citizenship

- A. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:
 - Plessy v Ferguson,
 - Brown v Board of Education, and
 - Regents of the University of California v Bakke V-A, E, G, H
- B. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups. V-D, F, G

- C. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media, and public opinion with emphasis on:
 - extension of suffrage,
 - labor legislation,
 - civil rights legislation,
 - military policy,
 - environmental legislation,
 - business regulation, and
 - educational policy. V-A, D, E, G, I-C, D, H, J, K
- D. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:
 - women's suffrage movement of the late 1800's,
 - civil rights movement of the 1960's, and
 - student protests during the Vietnam War. V-A, D, E, F, H, I-C, D, H, J, K
- E. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - clear and present danger,
 - compelling government interests,
 - national security,
 - libel or slander,
 - public safety, and
 - equal opportunity. V-A, E

- F. Analyze instances in which the rights of individuals were restricted including:
 - conscientious objectors in World War I,
 - immigrants during the Red Scare,
 - intellectuals and artists during the McCarthy Era, and
 - African-Americans during the civil rights movement. V-A, B, D-F, H

Benchmarks for Government and Citizenship:

- A. **Analyze ways people achieve governmental change, including political action, social protest, and revolution.**
- B. **Explain how individual rights are relative, not absolute, and describe the balance between individual rights of others and the common good.**
- C. **Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.**
- D. **Analyze ways people achieve governmental change, including political action, social protest, and revolution.**
- E. **Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.**

Standard VI : Social Studies Skills and Methods

- A. Determine the credibility of sources by considering the following:
 - the qualifications and reputation of the writer,
 - agreement with other credible sources,
 - recognition of stereotypes,
 - accuracy and consistency of sources,
 - circumstances in which the author prepared the source. VI-E, *II-F2, G-3
- B. Critique evidence used to support a thesis. VI-E, F, *II-F-2
- C. Analyze one or more issues and present a persuasive argument to defend a position. VI-B-D, *II-F-5, III-F-6

Social Studies Skills and Methods Benchmarks

- A. **Evaluate the reliability and credibility of sources.**
- B. **Use data and evidence to support or refute a thesis.**

All items with an asterisk (*) are objectives from the Communications Arts Course of Study.

Bolded statements are state benchmarks.

Italicized items are in the Diocesan Course of Study, not in state standards.

Regular print items are state standards.



World History - Social Studies Standards, Benchmarks, and Grade-Level Indicators

Standard I: History

- A. Explain how the Enlightenment ideas produced enduring effects on political, economic, and cultural institutions, including challenges to religious authority, monarchs, and absolutism. I-A, C, D, H, J, K, M
- B. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution, and Latin American wars for independence. I-A, C, D, H, J, K, M, N
- C. Explain the causes and effects of the Industrial Revolution with emphasis on:
 - how scientific and technological changes promoted industrialization in the textile industry in England,
 - the impact of the growth of population, rural-to-urban migrations, growth of industrial cities and emigration out of Europe,
 - the changing role of labor and the rise of the union movement,
 - changes in living and working conditions for the early industrial working class, especially women and children, and
 - the growth of industrialization around the world. I-A, C, D, H, I, K, M
- D. Describe the political, economic, and social roots of imperialism. I-A, C, D, H, J, K
- E. Analyze the perspectives of the colonizers and the colonized concerning:
 - indigenous language,
 - natural resources,
 - labor,
 - political systems, and
 - religion. I-A, C, D, H, J, M
- F. Explain the global impact of imperialism including:
 - modernization of Japan,
 - political and social reform in China, and
 - exploitation of African resources. I-A, C, D, H, J, K, M
- G. Analyze the causes and effects of World War I emphasizing:
 - militarism, imperialism, nationalism, and alliances,
 - the global scope, outcomes, and human costs of the war,
 - the role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines, and tanks, and
 - The Treaty of Versailles and the League of Nations. I-A, C, D, H-K
- H. Analyze the causes and consequences of the Russian Revolution emphasizing:
 - lack of economic, political, and social reforms under the czars,
 - the impact of WW II,
 - the emergence of Lenin, Stalin, and the Bolsheviks, and
 - the rise of communism in Russia. I-A, C, D, H, J, K
- I. Assess the global impact of post World War I economic, social, and political turmoil including:
 - disarmament,
 - worldwide depression,
 - colonial rebellion, and
 - rise of militarist and totalitarian states in Europe and Asia. I-A, C, D, H, J, K
- J. Analyze the causes of WW II including:
 - appeasement,
 - Axis expansion, and
 - the role of the Allies. I-A,C,D,H,II-A,K
- K. Analyze the consequences of World War II including:
 - atomic weapons,
 - civilian and military losses,
 - Holocaust and its impact,
 - refugees and poverty,
 - the U.N., and
 - the establishment of the state of Israel. I-A, C, D, H-K, M, II-A, D, F-J, M

- L. Analyze the impact of conflicting political and economic ideologies after WW II that resulted in the Cold War including:
 - Soviet expansion in Eastern Europe,
 - the division of Germany, and
 - emergence of NATO and the Warsaw Pact,
 - the Chinese Communist Revolution.
 I-A, C, D, H, J, K
- M. Examine social, economic and political struggles resulting from colonialism and imperialism including:
 - independence movements in India, Indochina, and Africa, and
 - rise of dictatorships in former colonies.
 I-A, C, D, H, J, K
- N. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:
 - the arms build-up,
 - ethnic unrest in the Soviet Union,
 - independence movements in former Soviet satellites, and
 - global decline of communism.
 I-A, C, H, J, K, II-A, K, N
- O. Examine regional and ethnic conflict in the post-Cold War era including:
 - persistent conflict in the Middle East, and
 - ethnic strife in Europe, Africa and Asia
 I-A, C, D, H, J, K, L

- P. *Explore historical events through the perspective of the Catholic Faith.*
I-F, II-N

Benchmarks for History:

- A. **Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.**
- B. **Explain the social, political, and economic effect of industrialization.**
- C. **Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.**
- D. **Connect developments related to WW I with the onset of WW II.**
- E. **Analyze connections between WW II, the Cold War, and contemporary conflicts.**

Standard II: People in Societies

- A. Analyze examples of how people in different cultures view events from different perspectives including:
 - creation of the state of Israel,
 - partition of India and Pakistan,
 - reunification of Germany, and
 - end of apartheid in South Africa. II-A, I

- B. Analyze the results of political, economic and social oppression and the violation of human rights including:
 - exploitation of indigenous people, and
 - the Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia, and Iraq. II-A, B, D, F, G, I, I-K, M, N
- C. Explain how advances in communication and transportation have impacted:
 - globalization,
 - cooperation and conflict,
 - the environment,
 - collective security,
 - popular culture,
 - political systems, and
 - religion. II-A, B, C, L, N, I-I
- D. *Recognize the role and teachings of the Catholic Church and how they addresses human needs and concerns.* I I-E, O

Benchmarks for People in Societies:

- A. **Analyze the influence of different cultural perspectives on the actions of groups.**
- B. **Analyze the consequences of oppression, discrimination, and conflict between cultures.**
- C. **Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.**

Standard III: Geography

- A. Interpret data to make comparisons between and among countries and regions including:
 - birth rates,
 - death rates,
 - infant mortality,
 - education levels, and
 - per capita Gross Domestic Products. III-A, G
- B. Explain how differing points of view play a role in conflicts over territory and resources. III-A, G, J
- C. Explain how political and economic conditions, resources, geographic locations, and cultures have contributed to cooperation and conflict. III-A, G
- D. Explain the causes and consequences of urbanization including economic development, population growth, and environmental change. III-A, C, G, I
- E. Analyze the social, political, economic, and environmental factors that have contributed to human migration now and in the past. III-A, C, G, H, J

Benchmarks for Geography:

- A. **Analyze the cultural, physical, economic, and political characteristics that define regions, and describe reasons that regions change over time.**
- B. **Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.**

- C. **Analyze the patterns and processes of movement of people, products, and ideas.**

Standard IV: Economics

- A. Describe costs and benefits of trade with regard to:
 - standard of living,
 - productive capacity,
 - usage of productive resources, and
 - infrastructure. IV-A, B
- B. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce. IV-A, G
- C. Analyze characteristics of traditional, market, command, and mixed economies with regard to:
 - private property,
 - freedom of enterprise,
 - competition and consumer choice, and
 - the role of government. IV-A, B, E, J
- D. Analyze the economic costs and benefits of protectionism, tariffs, quotas, and blockades on international trade. IV-A, G

Benchmarks for Economics:

- A. **Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.**

Standard V: Government and Citizenship

- A. Explain how various systems of governments acquire, use, and justify their power. V-E
- B. Analyze the purposes, structures and functions of various systems of government including:
 - absolute monarchy,
 - constitutional monarchies,
 - parliamentary democracies,
 - presidential democracies,
 - dictatorships, and
 - theocracies. V-A, E, I, J
- C. Analyze and evaluate the influence of various forces of citizenship action on public policy, including:
 - French Revolution,
 - international movement to abolish slave trade and slavery,
 - Russian revolution,
 - independence movement in India,
 - fall of communism in Europe, and
 - end of apartheid. V-A, B, D-F, H, L
- D. Describe, compare, and contrast opportunities for citizens to participate under different systems of government, including:
 - absolute monarchy,
 - constitutional monarchies,
 - parliamentary democracies,
 - presidential democracies,
 - dictatorships, and
 - theocracies. V-A, B, D-F

**Benchmarks for Government and
Citizenship:**

- A. Analyze the differences among various forms of government to determine how power is acquired and used.
- B. Analyze ways people achieve governmental change, including political action, social protest, and revolution.

**Standard VI: Social Studies Skills and
Methods**

- A. Detect bias and propaganda in primary and secondary sources of information. VI-B, E *II-G-6
- B. Evaluate the credibility of sources for:
 - logical fallacies,
 - consistency of arguments,
 - unstated assumptions, and
 - bias. VI-E, F, *II-G-6, IV-A-2
- C. Analyze the reliability of sources for:
 - accurate use of facts,
 - adequate support of statements, and
 - date of publication. VI-E, *II-G-6

**Benchmarks for Social Studies Skills and
Methods:**

- A. Evaluate the reliability and credibility of sources.
- B. Use data and evidence to support or refute a thesis.

Bolded underlined items are Standards.

Items in regular type are state grade-level indicators.

Items in italics are Diocesan-grade level indicators not in state standards.

Bulleted bolded statements are benchmarks.

All items with an asterisk (*) are objectives from the Language Arts Course of Study



Uniting Minds and Spirits

Kindergarten Social Studies “Meeting the Standard” Statements

In History, I can:

- draw pictures showing my life from when I was a baby to kindergarten.
- name two holidays that our country celebrates and tell why they are important.
- listen to and talk about songs, poetry, and stories about my country.
- name the days of the week.
- name something that happened long ago and yesterday.
- name something that will happen today or tomorrow.

In People in Societies, I can:

- talk about ways that families, schools, and communities are alike and different.
- talk about people, holidays, stories, and music from other cultures.
- tell the different jobs people in my family have.
- recognize how Catholics help other people in need.

In Geography, I can:

- make a map or model of a real place like my classroom.
- tell the difference between water and land on a map or globe.
- talk about my neighborhood (streets, buildings, fields, lakes).

- say my home address.
- find my way around school.
- use words of location such as up/down, left/right, near/far, over/under, here/there, front/back, and behind/in front of.

In Economics, I can:

- tell what the word “want” means.
- explain that when a person wants something, he/she has to make choices.
- explain how money is used in real life.

In Government and Citizenship, I can:

- explain why rules are needed and how they keep me safe.
- name qualities of a good citizen.
- recognize the flag of the U.S. and Ohio.
- say the Pledge of Allegiance.
- name people who are in charge in my home, school, and community.

In Social Studies Skills and Methods, I can:

- listen for information.
- sort objects or pictures.
- show how things are the same or different.
- share information with my classmates and teacher.



Uniting Minds and Spirits

First Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- put the events of my own life in order.
- ask questions about how people lived in the past.
- tell stories about famous people who are celebrated on national or state holidays.
- tell some ways that life in the past and present are alike and different.
- recite the months of the year.
- tell the difference between past, present, and future.

In People in Societies, I can:

- tell the way people from different cultures are the same and different in their food, clothing, homes, language, and art.
- listen to folktales and music from different cultures.
- name different family and local customs and traditions.
- tell how men, women, and children live in other countries.
- explain why Catholics help other people in need.

In Geography, I can:

- make simple maps and models.
- explain how people get food, clothing, shelter, and transportation in different places.
- say how places in my local community are alike and different.
- correctly use location, direction, and distance words like left/right, and near/far.
- use symbols to find places on maps and globes.

- find natural features like lakes and mountains on a map of the local community.
- find man-made features like playgrounds and houses in a community.
- find Ohio and the U.S. on a map or globe.

In Economics, I can:

- tell why people have to decide when they want many things.
- tell how people make, use, and trade things.
- tell how you get things by using money or trading.

In Government and Citizenship, I can:

- name some citizenship qualities.
- explain how voting can be used to make decisions.
- know the purposes of rules and tell what happens when one is not followed.
- recognize the symbols: bald eagle, White House, Statue of Liberty, National Anthem.
- explain how people in charge help to keep us safe.

In Social Studies Skills and Methods, I can:

- find information by listening and looking in books.
- put information in order.
- sort information in categories.
- find the main idea in information.
- tell/show information to my teacher and classmates.



Uniting Minds and Spirits

Second Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- make a time line of my life in correct order.
- tell how leaders like, George Washington and Martin Luther King Jr., can make a difference.
- tell how inventors, scientists, and explorers, like Thomas Edison and Neil Armstrong, can make a difference.
- list the days of the week and months of the year in order.
- use a calendar to show the day, week, month, and year.
- use things from the past to answer questions about how people lived.
- name jobs from the past and say how they are the same and different from jobs today.

In People in Societies, I can:

- explain that stories, music, and art are ways that people express themselves.
- describe some ways that artists and musicians contribute to our heritage.
- explain why some things, like Christmas, are experienced differently by people from different cultures.
- explain why Catholics help people in need.

In geography, I can:

- read and use maps.
- make a simple map with a title and key that explains the symbols.
- explain how people change the land.
- explain how land is used in the city, suburbs, and rural areas.
- name and label the continents and oceans.

- locate and identify physical features like mountains, ocean, and rivers on a map.

In Economics, I can:

- explain how resources can be used in different ways.
- explain the difference between a good and service
- name ways people buy and sell goods and services.
- explain how money is used to buy things and that money is different in different countries.
- name jobs that people do that make special things.
- explain why people in different parts of the world may have different jobs.

In Government and Citizenship, I can:

- explain why we need people in authority.
- explain the importance of being a good citizen.
- explain why there are rules in a workplace.
- predict what happens when you follow or break a rule.
- explain the importance of the Washington Monument, the Jefferson Memorial, the Lincoln Memorial.
- explain why we need a government.

In Social Studies Skills and Methods, I can:

- obtain information from different sources.
- put information in the correct order.
- tell the difference between fact and fiction.
- present information orally and/or in writing to my teacher and classmates.



Uniting Minds and Spirits

Third Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- identify symbols and people of historical importance.
- describe changes in the community over time, including changes in:
 - business,
 - architecture,
 - physical features,
 - religion,
 - education,
 - transportation,
 - technology,
 - jobs, and
 - recreation.
- measure time by years, decades (10 years), and centuries (100 years).
- place local events in history in order on a time line.
- explain how the Catholic faith connects to events in daily life.

In Peoples in Society, I can:

- compare some cultural practices and products of groups of people in the local community:
 - art,
 - religion,
 - language,
 - food, and
 - roles of men, women, and children.
- describe why, where, and how cultural groups settled in the local community.
- compare cultures of the local community with those of other communities in Ohio, the United States, and another country.

- tell ways the Catholic Church helps the local community.
- explain how information or experiences may be seen differently by different people.
- give an example of a local, national, or global organization.

In Geography, I can:

- use maps and photographs of the local community to ask and answer questions.
- explain ways that the physical features of the local community have been changed by people.
- use a compass rose and cardinal directions (N, E, S, W) to find places.
- read maps by using the map title, key, and compass rose.
- use a number/letter grid to find places on a map.
- locate the following places on a map or globe:
 - equator,
 - Arctic Circle,
 - Antarctic Circle,
 - North Pole,
 - South Pole,
 - Prime Meridian,
 - tropics, and
 - the hemispheres.

- identify and describe the following about the local community:
 - the physical features,
 - weather,
 - plants that grow,
 - population; and
 - types of jobs people hold.
 - name types of transportation and communication.

In Economics, I can:

- explain why people have to make choices when there is not much of a product.
- explain the difference between a consumer and a producer.
- give examples of production or consumption.
- explain why people save money.
- explain how the local community is a place where buyers and sellers exchange goods and services.
- give examples from the local community of businesses that compete for money.

In Government and Citizenship, I can:

- identify the mayor, governor, and president.
- explain that leaders are elected by the people.
- explain why citizenship is important in the following areas:
 - voting,
 - obeying laws,
 - respecting the rights of others,
 - being informed, and
 - paying taxes.
- explain why citizens need to value:
 - free speech,
 - tolerance and compromise,
 - volunteerism, and civic mindedness, and
 - compassion and persistence.

- name some state, national, and international symbols and explain them.
- explain ways in which individuals can make the community a better place to live.
- explain the jobs of government:
 - keeping people safe,
 - making laws,
 - settling arguments,
 - providing services, and
 - protecting people's rights.
- name the parts of the local government.
- tell where the local government buildings are located and explain what is done there.
- name some things that the local government provides and why people need and pay for them.
- define power and authority.
- explain that using power without the right of authority is wrong and give an example.

In Social Studies Skills and Methods, I can:

- gather information from sources such as maps, photos, interviews, newspapers, letters, artifacts, and documents.
- use parts of a book to locate information:
 - table of contents,
 - illustrations
 - index, and
 - glossary..
- read graphs:
 - pictographs, and
 - bar graphs.
- read charts.
- communicate information visually, for example, by making a chart.



Uniting Minds and Spirits

Fourth Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- describe the first people who settled in Ohio starting with prehistoric people.
- explain the causes and effects of the Frontier Wars on American Indians living in Ohio.
- talk about the Frontier Wars from the different points of view:
 - the Catholic faith,
 - settlers, and
 - Indians.
- explain how the Northwest Ordinance allowed Ohio to become a territory and then a state.
- explain the impact of canals and railroads on the settlement and economy on Ohio.
- name the inventions and importance of the inventions of:
 - the Wright Brothers;
 - Charles Kettering;
 - Garrett Morgan;
 - Granville Woods; and
 - Thomas Edison.
- construct time lines using periods of decades and centuries to show the order of important events in Ohio.
- discuss current events in Ohio using what I have learned about Ohio.

In People in Societies, I can:

- describe the customs, culture, and products of groups who have settled in Ohio, including:
 - prehistoric Indians,
 - historic Indians (Ottawa, Wyandot, Mingo, Miami, Shawnee, and Delaware),
 - immigrants from Europe,
 - Amish and Appalachian people,
 - African Americans, and
 - recent immigrants.
- explain reasons that people came to Ohio.
- describe what happened when Europeans moved on to Indian land.
- name local community organizations and explain how they impact Ohio citizens.

In Geography, I can:

- use maps to identify natural features and human features (cities and states) of Ohio including:
 - Lake Erie,
 - Rivers, including the Ohio River,
 - plains,
 - the Appalachian Plateau,
 - bordering states,
 - the capital city, and other major cities.

- identify manufacturing, agricultural, mining, and forestry regions in Ohio.
- use elevation, natural resource, and road maps to answer questions about patterns of settlements, economic activity, and movement.
- explain how resources, transportation, and location affected the growth of cities and industries in Ohio including major industries such as oil, steel, rubber, and glass.
- use a map scale to measure the distances between two places on a map.
- use cardinal directions (N, S, E, W) and intermediate (NE, NW, SE, SW) to describe the location of places.
- describe the location of Ohio in relationship to other states.
- describe and compare the landforms, climates, populations, vegetation, and economic characteristics of places and regions in Ohio.
- explain ways people have affected the environment of Ohio including:
 - use of wetlands,
 - use of forests,
 - building farms, towns, dams, transportation systems, and
 - using fertilizers, herbicides, and pesticides.
- explain ways that transportation and communication are important to settlement and economic activity.
- identify how environmental processes (glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence settlement and economic activity.
- explain how climate is influenced by earth-sun relationships, landforms, and vegetation.
- use distribution maps to describe the patterns of renewable and nonrenewable resources.
- explain the good and bad ways that people use the environment.

In Economics, I can:

- name the resources needed to produce a good or service and the cost of the resources.
- explain reasons producers specialize.
- tell what an entrepreneur is and how he/she takes risks to try to make a profit.
- name ways people make and use income.
- explain how goods and services made in Ohio are sold to other countries and why Ohioans buy goods and services from other countries.
- explain how competition affects producers and consumers.

In Government and Citizenship, I can:

- explain why personal and civic responsibilities are important.
- explain why characteristics such as fairness, honesty, and reliability are important traits for leaders.
- describe ways that citizens can promote the common good.
- explain why elections are used to select leaders and decide issues.
- explain why the Northwest Ordinance and Ohio Constitution are important to Ohio.
- name the steps that Ohio took to become a state.
- name the three branches of government in Ohio and what each does.
 - Legislative Branch (General Assembly) makes laws.
 - Executive Branch (Governor) enforces the laws.
 - Judicial Branch (Ohio Supreme Court) interprets and applies the laws.
- explain the purpose of a democratic constitution:
 - provide a framework for government;
 - limit the power of government; and
 - define the authority of elected officials.

- explain how the Ohio Constitution tells how the state government is organized and guarantees the rights of citizens.
- identify common state symbols such as the animal, bird, flower, song, and seal.

In Social Studies Skills and Methods, I can:

- gather information from various sources:
 - atlas,
 - encyclopedia,
 - dictionary,
 - newspaper, and
 - electronic sources.
- use parts of a book to get information:
 - table of contents,
 - title page,
 - illustrations,
 - keyword searches,
 - glossary, and
 - index.
- use primary and secondary sources.
- describe how archaeologists and historians study and explain the past.
- identify main ideas and supporting details.
- distinguish a fact from an opinion.
- read and explain pictographs, bar graphs, line graphs, and tables.
- create a question to research.
- write a report with important information and include my sources.



Uniting Minds and Spirits

Fifth Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- compare how different North American Indian tribes lived.
- explain why Europeans explored the Americas and why they set up colonies.
- give examples of the lasting effects of English, French, and Spanish colonization in the areas of language, food, traditions, and architecture.
- compare and contrast how Native Americans used the land as compared to colonists.
- name some contributions of Spanish missionaries.
- explain how the colonies gained independence from England.
- explain how settlement, industry, and transportation helped the U.S. to expand.
- make a timeline of events that I have studied and look for relationships between events.
- use knowledge of what I have learned to talk about current events.

In People in Societies, I can:

- describe the groups that immigrated to the U. S. and name their original countries.
- compare what immigrants thought America would be like to their actual experiences.
- compare life for American Indians on reservations today compared to what life was like before the reservation system.
- examine life on a reservation today based on Catholic Social Teaching.

- describe the life of a slave.
- compare the cultural practices and products of different groups living in North America.
- explain why different groups wanted to come to America and how the groups living in America reacted to one another and the Native Americans.

In Geography, I can:

- use an outline map and locate the 50 states and capitals.
- find the following places on a map of North America:
 - the three largest countries,
 - the 50 states and capitals,
 - the Rocky and Appalachian Mountains,
 - the Mississippi, Rio Grande, and St. Lawrence Rivers, and
 - the Great Lakes.
- describe and compare the landforms, climates, population, culture, and economic characteristics of places in North America.
- use maps to explain how physical and human characteristics define regions.
- explain how people adapt to their environment.
- use or make maps to show colonization and exploration in North America.
- analyze reasons for conflict and cooperation among regions of North American including: trade, environmental issues, and immigration.

In Economics, I can:

- compare and contrast different methods of distributing goods and services such as price, command, first-come-first served, sharing equally, rationing, and lottery.
- show the relationships among supply, demand, and price.
- explain why competition among producers and sellers results in lower cost and prices, higher quality, and better customer service.

- explain why demand by consumers results in higher prices.
- explain how education, specialization, capital goods, and the division of labor affect productivity.
- explain the basic questions of economics: what to produce, how to produce, and for whom to produce.
- explain why entrepreneurship and opportunity cost, technology, specialization, and division of labor are important in the production of goods and services.
- explain why specialization is important and how it leads to exchange of goods.

In Government and Citizenship, I can:

- explain why voting and paying taxes are important responsibilities for a citizen.
- state how a person can become a citizen.
- explain the duties of upholding the Constitution by:
 - obeying laws,
 - paying taxes,
 - serving on juries, and
 - registering for the military.
- explain the importance of the Mayflower Compact, Declaration of Independence and the Constitution
- name the 3 branches of government and tell the job of each branch.
 - the legislative branch, made up of Congress, passes laws,

- the executive branch, headed by the President, carries out and enforces laws, and
- the judicial branch, headed by the Supreme Court, interprets and applies law.
- explain the characteristics of American democracy:
 - people are the source of power of the government,
 - citizens have the right and responsibility to vote and influence the decisions of government,
 - the government is run directly by people or through elective representatives,
 - the powers of government are limited by law, and
 - basic rights of people are guaranteed by the Constitution.
- explain the meaning of the rights protected by the First Amendment:
 - freedom of religion,
 - freedom of speech,
 - freedom of the press, and
 - freedom of petition and assembly.
- explain how colonists organized to bring about change, and compare it to how people today organize to bring about change.

In Social Skills and Methods, I can:

- locate information from a variety of print and electronic sources.
- locate information by using key words, related articles, and cross references.
- tell the difference between a primary and secondary source.
- identify an author's reason for writing and his/her perspective.
- compare points of agreement and disagreement among sources.
- draw inferences from factual information.
- organize key ideas by taking notes.
- communicate findings through presentations and reports.



Uniting Minds and Spirits

Sixth Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- describe the early cultures including life from:
 - hunter/gathers to tool makers,
 - fire users,
 - domesticators of plants and animals, and
 - organizers of societies with governments.
- explain the essential elements of civilizations that I have studied:
 - geography,
 - government,
 - economy,
 - and social organization.
- compare the essential elements of the river cultures:
 - Tigris and Euphrates,
 - Nile,
 - Huang Ho, and
 - Indus.
- explain the lasting contributions of the ancient Asian/European civilizations:
 - India,
 - China,
 - Mesopotamia,
 - Egypt,
 - Greece, and
 - Rome.

- describe the characteristics of the civilizations of the:
 - Maya,
 - Inca, and
 - Aztec.
- construct a multiple-tier time line using B.C/A.D. or B.C.E./C.E.
- use my knowledge of history in discussing current events.
- explain how the Catholic Church has impacted historical events.

In People in Societies, I can:

- compare and contrast cultural practices, products, perspectives, and contributions of early civilizations that I have studied including:
 - class structure,
 - gender roles,
 - beliefs,
 - customs, and
 - traditions.
- explain how contacts with other cultures cause the spread of ideas.
- examine how groups of people were treated in the past in the light of Catholic Social Teaching.

In Geography, I can:

- locate physical and human features on a map of places studied.
- use maps to conclude why people settled in particular places.
- describe changes in the human and physical characteristics of land over time and explain the consequences.
- explain how geographic factors can help or stop the spread of people, products, and ideas.
- explain why civilizations developed in river valleys.

In Economics, I can:

- explain why most economic decisions involve trade offs/compromises.
- trace how money developed.
- explain why trade occurs.
- explain how supply and demand works.
- give examples of natural resources that caused ancient civilizations to specialize in what they produced.
- give examples of values and beliefs that caused civilizations to produce certain things.
- explain how ancient civilizations made economic decisions.
- identify products that were imported and exported by ancient cultures.
- explain how trade made early civilizations interdependent.

In Government and Citizenship, I can:

- explain the rights and responsibilities of citizenships under:
 - a democracy,
 - a monarchy, and
 - a dictatorship.
- identify some symbols of ancient civilizations that identified them as a nation.
- explain why governments develop.
- compare Greece's direct democracy with the representative democracy in the U.S.
- explain how the world is divided into countries, which are further divided into smaller regions.
- describe the way that a city state, kingdom, and empire worked.
- trace the development of law from Hammarabi's Code.
- cite examples of groups of people who organized to bring about change.

In Social Studies Skills and Methods, I can:

- use multiple resources to gain information.
- analyze information to make generalizations and draw conclusions.
- read and interpret graphs, tables, and charts.
- organize information using outlines and graphic organizers.
- construct a bibliography.
- communicate information orally or in writing.



Uniting Minds and Spirits

Seventh Grade Social Studies “Meeting the Standard” Statements

In History, I can:

- describe how feudalism started and explain the structure of a feudal society.
- explain how the Muslim conquests, the Crusades, and the Mongol invasions affected the world.
- describe the importance of:
 - movable type,
 - the Renaissance with contributions to art, architecture, and literature with regards to humanism, and
 - Reformation’s impact on Western Europe and Catholicism.
- explain how the western African empires of Ghana, Mali, and Songhay:
 - developed trade routes,
 - spread products,
 - spread the Arabic language, and
 - spread of the Islamic religion.
- talk about the causes and effects of exploration after 1400.
- group events on a time line.
- use knowledge of history to discuss current events.

In People in Societies, I can:

- compare and contrast world religions including:
 - Buddhism,
 - Christianity,
 - Judaism,

- Hinduism, and
- Islam.
- compare and contrast cultural views, practices, and products of the regions of the Eastern Hemisphere.
- give factors that cause either cooperation or conflict among countries.
- give examples of cultural contacts that led to change.
- analyze current events in light of Catholic Social Teaching.
- describe cultural and scientific legacies of:
 - African,
 - Arab, and
 - European civilizations.

In Geography, I can:

- place countries, cities, deserts, mountains, and bodies of water of the countries studied on a map.
- use longitude and latitude to locate places.
- explain how resources determine patterns of economic activity.
- identify and describe physical and human resources using a map, chart, or graph.
- explain how people settle based on the geographic resources of an area.
- explain the impact of migration on the places that I have studied.
- name and explain reasons that people migrate.
- explain how the distribution of resources leads to world trade.

In Economics, I can:

- explain that resources and human ability determine what is produced.
- describe how the growth of industry led to the growth of cities.
- differentiate between the goods and services that citizens produce and the government produces.
- explain the role that spices played in the redevelopment of trade.
- tell the role that different members of a manor had that contributed to the economics of the manor.
- explain how the Crusades led to the wide-scale use of money.
- define the three economic systems and explain how they differ:
 - market (capitalism),
 - command (communist), and
 - mixed (socialism).

In Government and Citizenship, I can:

- explain how citizens can or cannot participate under different forms of government.
- give the important characteristics of different forms of government:
 - democracy,
 - monarchy, and
 - dictatorship.
- give examples of how people organize to bring about change.
- explain ways that countries interact.
- explain the importance of the Magna Carta.
- discuss causes, consequences, and possible solutions to world problems.
- identify symbols that countries use as part of the national identity.
- explain how the different roles of people in feudal times served to maintain the manor.

In Social Studies Skills and Methods, I can:

- analyze print and electronic resources and evaluate its reliability in order to:
 - summarize,
 - draw conclusions, and
 - draw conclusions.
- organize information in a variety of note taking skills.
- communicate a position and use evidence to support my position.
- compare and contrast different points of view about an issue.



Uniting Minds and Spirits

Eight Grade Social Studies “Meeting the Standards” Statements

In History, I can:

- explain the importance of the Spanish, French, and English colonization in North America.
- explain the causes, events, and consequences of the American Revolution from both the colonists’ and British points of view.
- trace the creation of the U.S. from the Declaration of Independence through the Articles of Confederation and the development of the Constitution.
- describe actions taken to build our nation including:
 - precedents of Washington,
 - creation of a national bank, and
 - establishment of an independent court system.
- describe how the U.S. began to expand to the west and south.
- trace the causes, events, and consequences of the U. S. Civil War.
- analyze the consequences of Reconstruction.
- explore historical/current events and relate the events to Catholic teaching.

In Peoples in Society, I can:

- explain how religious diversity and tolerance developed in the U.S.
- explain how stereotyping, racism, and discrimination affected the U.S. socially, economically, and politically.
- describe the difference between indentured servants and slaves.

- compare and contrast the treatment of slaves, Native Americans, and women in the colonial times and during the early times in the U.S.
- analyze how interactions between different groups led to either cooperation or conflict.
- discuss the role of and teachings of the Catholic Church and how they call us to address the needs of others.
- explain how diverse people of the U.S. developed a common national identity.

In Geography, I can:

- explain how places in the U.S. have changed since 1877 emphasizing:
 - land use and population, and
 - political, social, and economic characteristics.
- use various maps and other resources to explain:
 - settlement patterns,
 - population distribution and growth, and
 - how geography influenced economic activity.

In Economics, I can:

- describe how mercantilism and the establishment of colonies led to increased global trading.
- explain how the inability to regulate trade contributed to the failure of the Articles of Confederation.

- compare the resources of the North and South prior to the Civil War to explain how these resources helped to determine the outcome of the war.
- explain how taxes and tariffs impact trade.
- explain how the government's regulation of economic activity helped the U.S. economy to develop.

In Government and Citizenship, I can:

- identify the role of individuals who helped to further or restrict the rights of the individual, including but not limited to:
 - founding fathers,
 - abolitionists/slave holders,
 - compromisers,
 - Union and Confederate leaders,
 - suffragettes.

- explain how the following helped ensure a democratic future and explain their relationship to Enlightenment ideas:
 - Magna Carta,
 - Declaration of Independence,
 - Constitution, and
 - the Northwest Ordinance.
- define and give examples of:
 - representative democracy,
 - federalism,
 - bicameralism,
 - separation of powers, and
 - checks and balances.
- identify the role of political bodies that helped to further or restrict the rights of the individual, including but not limited to:
 - Parliament,

- Continental Congress,
- U. S. executive branch,
- U. S. legislative branch,
- U. S. judicial branch, and
- political parties.

- explain how the Constitution limits the power of government in order to protect the rights of the individual.
- describe how a bill becomes a law.

In Social Studies Skills and Methods, I can:

- compare and contrast the accuracy and point of view of historical accounts.
- organize information using a variety of note taking skills.
- use primary and secondary sources to locate information.
- write a position paper or give an oral presentation and cite the sources that I used.
- organize and lead a discussion.