TEACHING FOR THE TWENTY-FIRST CENTURY

Graded Course of Study for Social Studies

Archdiocese of Cincinnati
2011

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Introduction

The intent of this graded course of study is to provide the classroom teacher with identifiable and measurable objectives in social studies. The grade level objectives indicate desired learning outcomes that are very specific: establishing expectations for each grade level, allowing for short- and long-range planning, periodic evaluation, and professional accountability. The grade level objectives serve as an overall guide for the year’s study and provide the content for the daily lesson plans.

As students progress through the grades, teachers should be able to build upon the foundation of knowledge and skills established in the previous grade. The geography focus will build a repertoire of experiences relating to specific skills and cultures. The peace and justice focus will connect the world of study and the student’s world of reality with the Catholic identity of our schools. The related readings at each grade level will help to bridge the gap between content areas, and alternative means of assessment will allow students to exhibit their knowledge in ways more appropriate to various learning styles and preferences.

It should be noted, too, that the main purpose of studying social studies is for students to gain an understanding of how people and events interact, of why events in the political world cause the effects they do. Vocabulary is important in so far as it aids understanding, but memorizing definitions is far less important than understanding concepts.

We sincerely hope that these objectives will give the direction needed for promoting student interest and understanding of the social sciences and provide the basis for continued learning.
Introduce, Develop, and Master

The committee charged with developing this graded course of study had as its goal to prepare a document that would outline developmentally-appropriate material for each grade level and limit the amount of material to what could realistically be expected to be covered during the school year. These goals, obviously, will vary with the ability of the class and the expertise of the teacher, but hopefully teachers will find that the social studies objectives are “do-able” during the course of the school year. With that in mind, it seems reasonable to expect that the objectives written for a specific grade level would be introduced, developed, and at least partially mastered at the grade level for which they are given.

Objectives at all grade levels should be introduced and developed. That is, the concepts should be presented to the students in a stimulating way, encouraging them to want to understand more about how the concept affects their world, their lives. Developing a concept or objective includes providing students with learning experiences that expand, enlarge, and solidify their understanding. Teachers developing material should use a variety of strategies to investigate, practice, and reinforce the idea, skill or objective, and to relate it to real world issues and applications. During development of a topic, the “light bulb,” or “aha!” effect (understanding) should occur for most students.

Mastery occurs when a student has a clear understanding of the material and can demonstrate or apply it to new materials or situations. The local school, through a variety of documentation, will determine or assess the individual student’s attainment of the performance objectives. Examples of documentation can include but not be limited to lesson plans, Individual Service Plans, school accommodation plans, and multiple assessments both formal and informal. As students mature, they refine their learning in light of their growth in understanding. A solid foundation in basic concepts will serve students well as they continue their study of social studies through high school.

Assessing students’ understanding, concepts and terms, therefore, is important. Paper/pencil tests, especially those focused on social studies, may provide little opportunity for students to demonstrate or express how well they actually understand the material covered. Teachers are encouraged to explore alternative means of assessing student progress. Demonstrating how a concept works, or applying it to a situation, generally indicates a better grasp of the material.
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Pre-Kindergarten

PreKindergarten - Becoming Familiar with Our World  PreK social studies will focus on introducing concepts of time and location, personal responsibility and basic economics.

In the following areas of Social Studies, the Pre-K student will:

Peace and Justice:
1. Recognize that everyone is created in God’s image and is to be respected.
2. Show respect for classmates.

Geography:
3. Locate objects by relative terms (spatial relationships): over, under, near, beside, etc.
4. Identify common local land forms (lakes, rivers, hills, etc.)
5. Recognize graphics and descriptions as city (urban) or country (rural)

History:
6. Introduce major holidays
7. Locate events in terms of general time: yesterday, today, tomorrow, morning, afternoon, evening, night.
8. Relate events in recent past/personal histories (what happened over weekend)

Government:
9. Demonstrate responsibility for personal items (shoes, coats, etc.)
10. Demonstrate ability to follow classroom/bus/school rules
11. Recognize authority figures in the school/church setting

Economics:
12. Recognize that there is an exchange for goods (pay for purchases)
13. Recognize that making a decision entails choosing one thing and excluding another (you can this or that, not both)
KINDERGARTEN

Kindergarten - A Child’s Place in the Family, Community, and World

Social Studies in Kindergarten will be an introduction to the world in which we live. Students will begin to understand rules and the responsibilities of living and working together. They will develop an awareness of history and cultural heritage.

In the following areas of Social Studies, the Kindergarten student will:

**Peace and Justice:**
1. Participate and cooperate in classroom activities
2. Show respect for people and the world as part of God’s creation.
3. Demonstrate an understanding of aggression as an inappropriate response to conflict
4. List family members and why each is important to the family
5. Recognize that people need to be able to live, work, and play together

**Geography:**
6. Locate objects by left, right, (Left/Right 2)
7. Give general directions for locations (restroom, cafeteria, classroom) within the school complex
8. Differentiate between maps and globes
9. Distinguish between land and water on maps and globes
10. Recognize that models, maps and globes represent real places
11. Identify common landforms (hills, fields, creeks or streams, rivers, etc.)

**History:**
12. Become aware of time systems, i.e., days of the week and months of the year
13. Show awareness of past, present, future events
14. Place events (birthday, Christmas, Ester, vacation) in context of seasons
15. Relate events in personal histories (when I was little; one time I went to the zoo, etc.)
16. Begins to understand family relationships (grandparents, cousins, etc.)
17. Become familiar with famous people connected to major holidays, events
18. Develop an awareness and respect of different cultures

**Government:**
19. Develop an awareness of the symbols of the United States, i.e., Pledge of Allegiance, United States’ flag, eagle, patriotic songs, liberty bell, etc.
20. Identify flag of the United States
21. Name the current president of the United States
22. Identify authority figures in the home, school, and community
23. Articulate the need for rules in home and school
24. Begin to recognize how voting can be used to make group decisions

**Economics:**
25. Given a list of items, decide what is needed to survive, and what they would like to have (wants and needs)
26. Discuss the difference between work and play
27. Identify community workers and how their work contributes to the health and welfare of others
28. Develop an awareness of different types of careers and service workers
29. Evaluate a trade of goods (“Trade you my apple for your sandwich?”)

**Alternative Assessments**
Informal observations Group projects

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Role playing
Models

Related Readings
- You Are Special by Max Lucado
- The Relatives Came by Cynthia Rylant
- Octopus Hugs by Laurence Pringle
- Me and My Family by Joan Sweeney
- Seven Silly Eaters by Mary Ann Hoberman
- Young George Washington, America’s First President by Andrew Woods
- A Picture Book of Thomas Jefferson by David Adler
- Abe Lincoln’s Hat by Martha Breanner
- If I Were President by Catherine Stier
- Woodrow, the White House Mouse by Peter Barnes
- Arthur Meets the President by Marc Brown

Technology Links
- http://kids.yahoo.com/

Field Trips*
- Pioneer Toys — Hamilton County Parks
- Sunrock Farm — Wilder, Kentucky

*Programs are continually updated. Please check for availability. Most providers will be happy to accommodate if you do not see your program officially listed.
GRADE 1

Grade 1 – A Member of Families, Communities, and the World
First graders will build an understanding of their role as part of our world, as members of families, communities, and countries by exploring history, culture, and geography.

In the following areas of Social Studies, the grade 1 student will:

Peace and Justice:
1. Recognize the poor as having a special place in the teachings of Jesus
2. Recognize land and people are precious human resources and gifts from God that we should value
3. Formulate Christian attitudes toward conflict resolutions
4. Identify the family as a social institution with values and dignity
5. Recognize that we have a responsibility to others, esp. to family, neighbors, the poor

Geography:
6. Use directional terms correctly, i.e., left/right, near/far, North/South/East/West
7. Recognize that models, maps, and globes represent real places
8. Given a simple “map” of home/school neighborhood (home, friend’s house, store, etc.), draw a line from one point to another (classroom to cafeteria, home to friend’s house, etc.)
   Additional resources: simple maps, simple maps 2, simple maps3,
9. Recognize the seven continents and five oceans
10. Locate Ohio and the United States on a map
11. Differentiates between urban, suburban, and rural settings
12. Draw city, suburb or rural (country) scenes, showing the differences among them

History:
13. Recite the days of the week and months of the year in order
14. Identify major holidays, seasons of the year
15. Identify different cultures through the study of holidays, customs, and traditions
16. Distinguish events or stories as past, present, or future
17. Place events from one’s own life in chronological order
18. Identify people who influenced United States’ history, i.e., presidents, leaders, and explorers

Government:
19. Recognize the need for rules and laws in our community, home, school, and country
20. Identify symbols of the United States, i.e., flag, map, eagle
21. Develop an awareness of current events

Economics:
22. Identifies basic needs of all people
23. Explain how people have satisfied their needs over time
24. Identify the reasons for work
25. Identify various types of careers and service workers
26. Begin to distinguish between goods and services
   Additional resources: Community helpers (Power Point Presentation)

Assessment Alternatives
Informal observations       Role playing
Written reports       Trade books with extension activities
Variety of paper and pencil tests    Models
Worksheets       Writing samples
Small and large group projects    Oral presentations

Related Readings
  Me on the Map by Joan Sweeney (map skills)
  Yoko by Rosemary Wells (multicultural)
  A Chair for my Mother by Vera B. Williams (multicultural)
  Shades of Black: A Celebration of our Children by Sandra Pinkney (multicultural)
  The Other Side by Jacqueline Woodson (multicultural)
  DK series: Children Just Like Me: Our Favorite Stories (multicultural)
  Children Just Like Me Celebrations! (multicultural)
  You Are Special by Max Lucado (Peace and Justice)
  Simon’s Hook by Karen Gedig Burnett (Peace and Justice)
  The Wall by Eve Bunting (History)
  The First Thanksgiving by Jean Craighead George (Thanksgiving)
  N.C. Wyeth’s Pilgrims by Robert San Souci (Thanksgiving)
  Samuel Eaton’s Day by Kate Waters (Thanksgiving)
  Sarah Morton’s Day by Kate Waters (Thanksgiving)
  Tapenum’s Day by Kate Waters (Thanksgiving)
  On the Mayflower by Kate Waters (Thanksgiving)
  The Star Spangled Banner Illustrated by Peter Spier

Technology Links
  http://kids.nationalgeographic.com/kids/
  http://www.scholastic.com

Field Trips
  Duke Energy Children’s Museum, Cincinnati Museum Center
Grade 2 – Communities

Second graders will learn about the types of communities and the people who work together in them. The students will understand the importance of being a good citizen and following laws and rules. They will learn basic map skills. They will deepen their knowledge of various cultures at home and around the world.

In the following areas of Social Studies, the grade 2 student will:

Peace and Justice
1. Identify belonging to a community (community 2) of people who support each other
2. Recognize the duty to help other people as part of the human family, i.e., feed hungry, care for aged
3. Explain how various workers benefit the community

Geography
4. Recognize that maps and globes show land and water
5. Identify and use symbols, the compass rose, and cardinal directions to locate places of significance on maps and globes (compass rose 2)
6. Name, locate, and label the continents and oceans
7. Define and use basic geographic terms, i.e., North and South Poles, equator, continents, oceans
8. Locate the United States in relation to the equator, North and South Poles, continents, and oceans on maps and globes
9. Locate own city in relation to state, country, and continent
10. Locate and identify landforms (plateaus, islands, hills, mountains, valleys), and bodies of water (creeks, ponds, lakes, oceans) on maps, in photographs, and 3D models
11. Locate and identify
   - Great Lakes
   - Mississippi River
   - Ohio River
   - Appalachian Mountains
   - Rocky Mountains
   - Atlantic coast
   - Pacific coast
   - Canada
   - Mexico
12. Identify systems of transportation used to move people and products
13. Identify systems of communication used to move ideas from place to place
14. Explain why transportation and communication systems are important

History
15. Place personal events on a time line
16. Define history as a story of change in people and places over a period of time
17. Use historical artifacts, documents, photographs, biographies, maps, diaries, and folklore to answer questions about the past
18. Understand the term community, become aware of different kinds of communities
19. Explain that all people and societies have the same basic needs
20. Compare and contrast the way of life of families around the world
21. Differentiate between customs and life styles of past and present
22. Understand that language, narrative stories, folklore, music, and artistic creation serve as expressions of culture and influence the behavior of people living in a particular culture
23. Recognize how individual actions have made a difference in others’ lives with emphasis on retelling the stories of United States’ leaders, inventors, explorers, and U.S. presidents

**Government**
20. Recognize the ways to honor the United States’ flag, including the Pledge of Allegiance and patriotic songs
21. Recognize the following American landmarks and their purpose/importance:
   - Statue of Liberty
   - The White House
   - The Capitol Building
   - The Washington Monument
   - The Jefferson Memorial
   - The Lincoln Memorial

22. Demonstrate citizenship traits, including:
   - Honesty
   - Respect for the rights of others and those in authority
   - Community participation
23. Recognize school, church, local, state, and national leaders such as mayor, governor, and president
24. Identify which officials are elected by the people and which ones are appointed
25. Recognize the differences between rules and laws
26. Recognize that laws:
   - Clarify what can or cannot be done
   - Protect a citizen’s rights
   - Spell out consequences for a citizen’s improper actions
27. Demonstrate cooperation when working in group settings by:
   - Peacefully managing conflict
   - Displaying courtesy
   - Respecting others

**Economics**
28. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different currencies
29. Recognize that most people work in jobs in which they produce goods and/or services
30. Give examples of service jobs
31. Give examples of jobs that produce goods
32. Explain why people in different parts of the world may have jobs that are different from ours
33. Explain how people are both buyers and sellers of goods and services
34. Recognize the diversity of the workforce, including women, immigrants, disabled, senior citizens
Assessment Alternatives

- Informal observations
- Oral presentations
- Written reports
- Writing samples
- Various paper and pencil tests
- Role playing/skits
- Small group projects
- Models
- Trade books with extension activities
- Worksheets

Related Readings

Geography
- A House is a House for Me by Mary Ann Hoberman
- The Little House by Virginia Lee Burton
- The Country Mouse and the City Mouse by Aesop
- Just Plain Fancy by Patricia Polacco
- The Island of the Skog by Stephen Kellogg
- Miss Rumphius by Barbara Cooney
- Alphabet City by Stephen T. Johnson
- What is a Community from A to Z by Bobbie Kalman
- Uncle Willie and the Soup Kitchen by Dyanne DiSalvo-Ryan
- Century Farm: One Hundred Years on a Family Farm by Cris Peterson and Alvis Upitis
- Geography From A to Z: A Picture Glossary by Jack Knowlton

History
- A Country Far Away by Nigel Grey
- Halmoni and the Picnic by Sook Syui
- My Name is Maria Isabel by Alma FlorAda
- Mieko and the Fifth Treasure by Eleanor Coerr
- The Family Under the Bridge by Natalie Savage Carlson
- The Star Spangled Banner Illustrated by Peter Spier

Government
- President Citizen by Child’s Play Ltd.
- George Washington’s Birthday by Jean Fritz
- If You Grew Up with George Washington by Ruth Belov Gross
- Thomas Jefferson by Carol Green
- Our Elections by Richard Steins
- Honest Abe by Edith Kunhardt
- A Visit to Washington, DC by Jill Krementz
- Young George Washington by Andrew Woods
- Grace’s Letter to Lincoln by Peter and Connie Roop
- President’s Day by Laura Alden
- The Mystery in Washington, DC (The Boxcar Children) by Gertrude Chandler Warner

Economics
- Alexander Who Used to be Rich Last Sunday by Judith Viorst
- A Chair For My Mother by Vera B. Williams
- The Market Square Dog by James Harriot
- The Song and Dance Man by Karen Ackerman
- A Day In the Life of a Police Officer by Eric Arnold
- Miss Nelson Is Missing by James Marshall
- The Paperboy by Dav Pilkey
- What Do Illustrators Do? By Eileen Christelow
- Once Upon a Company: A True Story by Wendy Anderson

Field Trips
- Fire Department, Police Station, Planetarium, Library
GRADE 3

Grade 3 - History Through People and Places
Third graders will explore history as changes over time, develop map skills, and begin to understand social justice and conflict resolution.

In the following areas of Social Studies, the grade 3 student will:

Peace and Justice
1. Recognize the obligation Christians have to seek justice in the world
2. Formulate Christian attitudes toward conflict and violence, conflict resolution
3. Identify skills needed for good relationships with others
4. Develop an acceptance of others and their life styles, values, and beliefs
5. Develop an understanding of the Catholic Church as a social institution

Geography (focus on Australia (Australia 2) and Antarctica)
6. Use cardinal and intermediate directions in the classroom, as well as with maps and globes
7. Recognize that real objects are represented by pictures and symbols on a map or globe
8. Use a number/letter grid system to locate places on a map
9. Use the map title, map key, direction indicator, and symbols to answer questions about a community
10. Identify by proper name land and water formations on a map or globe
11. Explain the purpose of physical and political maps
12. Locate the Equator, Arctic Circle, Antarctic Circle, North and South Poles, Prime Meridian, the tropics and the hemispheres on maps and globes
13. Identify the physical and economic features that make a community a distinctive place, i.e., landforms, climate, human and animal populations, and natural resources
14. Name and identify on a map, Australia and Antarctica’s
   - Physical features
   - Bordering bodies of water
   - Climate
   - States and capitals; major cities
   - Natural resources
   - Indigenous people

History
15. Define and measure time by years, decades, and centuries
16. Identify and explain the differences in customs and life styles between the past and present
17. Define history as a story of change in people and places over a period of time (contrast how people lived 50 years ago with present) including changes in:
   - Landscape
   - Government
   - Economics
   - Education
   - Goods and services (jobs)
   - Architecture
   - Recreation
   - Religion
   - Transportation
   - Technology
18. Develop an awareness of local and regional history
19. Sequence local historical events by placing a series of events in the proper order on a timeline
20. Identify people who influenced United States history, i.e., leaders, inventors, explorers, Native Americans
21. Become familiar with U.S. presidents and their impact on history
22. Recognize family units, although alike and different in composition, are the foundation of society
23. Recognize that groups need followers and leaders
24. Recognize the importance of people knowing and respecting their ethnic heritage and traditions

**Government**
25. Become aware of the duty of an individual to become a good citizen in the home, school, community, and country
26. Develop an understanding that the purpose of a government is to serve citizens and make laws that help citizens
27. Identify goods and services provided by local government, why people need them, and the source of funding, i.e., taxes
28. Describe how people have helped make the community a better place to live, including preserving the environment, helping the homeless, renovating housing, and supporting education
29. Explain the functions of local governments and identify local leaders
30. Identify the location of local government buildings and explain the functions of government that are carried out there

**Economic**
31. Recognize that the wants of persons can be unlimited, whereas natural and human resources are limited
32. Develop the understanding that people depend on each other for their needs
33. Identify people who purchase goods and services as consumers, people who make goods or provide services as producers; and explain that most people both produce and consume
34. Categorize economic activities as examples of production or consumption and develop an awareness of the importance of saving, budgeting, and investing
35. Identify the modes of transportation and communication used to move people, products, and ideas from place to place
36. Identify examples of competition in the local community
37. Compare the perspectives, practices, and cultural products of the local community with other communities in Ohio, the United States, and other countries of the world

**Assessment Alternatives**
- Informal observations
- Oral reports and presentations
- Large and small group projects
- Worksheets
- Paper and pencil tests
- Writing compare and contrast papers
- Written reports
- Models
- Role playing and student written skits

**Related Readings**
- *If the World Were A Village* by David J. Smith
- *Black Whiteness* by Robert Burleigh - Scholastic (Antarctica)
- *The Ox-Cart Man* (Study Guide Available) by Donald Hall (Economics)
A Street Through Time by Anne Millard
If You Made a Million by David Schwartz (Economics)
The Star Spangled Banner Illustrated by Peter Spier
A Year in the City by Kathy Henderson
The Story of the Milky Way by Gayle Ross
City Green by DyAnne Disolvo-Ryan
A Fourth of July on the Plains by Jean Van Leeuwen
Jalapeño Bagels by Robert Casilla
Mr. Poppers Penguins by Richard and Florence Atwater
Max Makes a Million by Henry Holt
Who Was Ben Franklin by Dennis Brindell Fradin
The Wave by Margaret Hodges
Frida Maria: A Story of the Old Southwest by Deborah Nourse Lattimore
Dingoes at Dinnertime by Mary Pope Osborne
This Place is Lonely (Imagine Living Here) by Vicki Cobb (Australia)
Look What Came From Australia by Kevin A. Davis
Colors of Australia by Lynn Ainsworth Olawsky
On the Same Day in March: A Tour of the World’s Weather by Marilyn Singer
Outside and Inside Kangaroos by Sandra Markle
The Nature of Penguins by Jonathon Chester
A Twist in the Tail by Mary Hoffman
If You Lived/Grew Up in... series by Scolastic
# Grade 4

**Grade 4 - Ohio: Its Past, Location, Government, and Geographic Regions of the United States**

The state of Ohio is the focus for grade four. Students learn geography, history, government, and economy of Ohio, and the geography, land, and resources of US regions, with a concentration on the five themes of geography and map skills.

In the following areas of Social Studies, the grade 4 student will:

## Peace and Justice
1. Recognize the **sacredness of all creation**
2. Identify practices that are disrespectful of creation.
3. Identify ways in which Ohio residents can demonstrate care and respect for creation

## Geography
4. Explain abbreviations and symbols found on maps (**variety of maps**) and globes
5. Use a legend or **map key** to interpret the data given on maps/globes
6. Recognize **physical features** on maps/globes
7. Determine distance on a map by using a **map scale**
8. Identify a variety of **landforms** (**landforms 2, basic geo. terms**)
9. Introduce **contour maps** to indicate elevation (**contour 2**)
10. Identify **political features** (cities, capitals, borders) by using map symbols (**pol map 2**)
11. Construct **simple maps** oriented to direction
12. Use a highway map for locating places by number and letter coordinates
13. Identify parallels as lines of latitude and meridians (**long/latitude**) as lines of longitude

### Geography of Ohio (Ohio)
14. Use **maps** to locate major physical and human features of Ohio including:
   - Lake Erie (the Great Lakes)
   - Rivers
   - Plains
   - Appalachian Plateau
   - Bordering states
   - Past/present capitals of Ohio
   - Other major cities in Ohio
15. Identify main **symbols** (flag, motto, seal, bird, flower, song) etc. of Ohio
16. Identify the **physical features** that make Ohio a distinctive place
17. Identify key locations of manufacturing, agriculture, mining, and forestry in Ohio
18. Use maps, **resources**, and canals to discover patterns of settlement, economic activity, and movement in Ohio
19. Locate Ohio counties in which major cities are located

### US Region study:
20. Use a map to identify and locate the fifty **United States** and their capitals (**state booklet**)
21. Identify main **geographic regions** of the United States
22. Explain how climate, **physical features** and resources contributed to the settlement, economic activity and movement within each region.
23. Explain how natural resources affect the development of cities, employment, transportation, and population of the region.
24. Trace how humans have affected the environment and resources of the region.
25. Compare and contrast regions according to physical features, climate, resources, industry, population.
26. Compare and contrast the culture (ethnicity, religion, arts, music, dress, foods, social characteristics, etc.) of the regions.
27. Recognize that art, music, architecture, food, and activities of a people help produce a national or ethnic identity in a region.

**History (Ohio, Ohio 2, Ohio 3, Intro)**
28. Identify the prehistoric and early native inhabitants of Ohio: Paleo-Indians, Mound Builders (Adena, Hopewell, Fort Ancient people); the Historic Indians including the Algonquian tribes (Shawnee, Miami, Delaware, Ottowa, and Wyandot) Seneca or Mingo, and Iroquois (who gave us the name “Ohio”).
29. Describe the earliest settlements in Ohio.
30. Explain the reasons people came/still come to Ohio, including:
   - Land
   - Economic industry (jobs)
   - Religious freedom
   - Family ties
   - Freedom from oppression
31. Describe the life of an early settler in Ohio.
32. Compare the life of an early settler with an Ohio resident today.
33. Explain the reasons for frontier unrest between native Americans and settlers on Ohio.
34. Explain how Ohio progressed from territory to statehood.
35. Explain how resources, transportation, and location influenced the development of industries in Ohio.
36. Explain the significance of the Northwest Ordinance to Ohio’s development.
37. Explain Ohio’s position in the American Civil War (free vs. slave state).
38. Explain what the Underground Railroad was and how and why it operated.
39. Construct time lines showing significant events in Ohio history.
40. Identify people (people 2) who influenced Ohio history, i.e., leaders, inventors, explorers, etc.
41. Become familiar with the United States presidents from Ohio.
42. Distinguish between primary and secondary sources of information about Ohio to answer questions about Ohio history.

**Government**
43. Recognize that there is local, state, and national government.
44. Recognize that the Ohio Constitution explains how the state government is organized and grants rights to citizens.
45. Identify the function of each of the three branches of government in Ohio.
46. Explain that the purpose of government is to serve citizens and make laws that help citizens.
47. Recognize that government must perform certain functions for its citizens.
48. Develop an understanding of elections and how they are used to select leaders and decide issues in Ohio.
49. Become aware of the importance and privilege of voting.
50. Explain the characteristics that are desirable in selecting candidates to serve as leaders.
51. Describe the ways in which citizens can promote the common good and influence their local and state government.
52. Explain the importance of public service

**Economics**
53. Identify the goods and services produced in Ohio
54. Explain how the availability of resources in Ohio promotes specialization in the production of goods and services
55. Explain supply and demand
56. Explain why many jobs in Ohio depend on markets in other countries
57. Recognize the necessity to make choices as to which needs will be met and which will be delayed

**Assessment Alternatives**
- Reports: written or oral
- Constructing model of early Ohio
- Short and long answers on tests
- Small group work
- Debates
- Journal writing
- Portfolios
- Acting out roles portraying different historical characters
- Research projects - use of internet for gathering information
- Appropriate regional/cultural activities (songs, dances, art, writing)

**Related Readings**

**Ohio**
- Friend on Freedom River by Gloria Whelan
- Weasel by Cynthia Defelie
- A Shooting Star by Sheila Solomon Klass
- Flatboats on the Ohio by Catherine E. Chambers
- Danger Along the Ohio by Patricia Willis
- The Floating House by Scott Russell Sanders
- Aurora Means Dawn by Scott Russell Sanders
- Warm as Wool by Scott Russell Sanders
- Nothing Here But Trees by Jean Van Leeuwen
- So You Want to be President? by Judith St. George
- Crawdad Creek by Scott Russell Sanders
- The President and Mom’s Apple Pie by Michael Garland
- The House of Dies Drear by Virginia Hamilton
- The Mystery of Drear House by Virginia Hamilton
- The Bells of Christmas by Virginia Hamilton
- The Horning Room by Paul Fleischman
- Red Legs A Drummer Boy of the Civil War by Ted Lewin
- A Place Called Freedom by Scott Russell Sanders
- Sweet Clara and the Freedom Quilt by Deborah Hopkins
- A is for America by Devin Scillian
- B is for Buckeye by Marcia Schonberg
- The Wright Brothers by Lola M. Schaefer

**Northeast**
- Fever by Laurie Nalse Anderson
- Preacher’s Boy by Katherine Paterson
The Kid in the Red Jacket by Barbara Park
Maggie Marmelstein for President by Marjorie Weinman Sharmal
In the Year of the Boar and Jackie Robinson by Bette Bao Lord

Southeast
Shiloh by Phyllis Reynolds Naylor
Mississippi Bridge by Mildred Taylor
The Music of Dolphins by Karen Hesse
The Friendship and the Gold Cadillac by Mildred Taylor
Song of the Trees by Mildred Taylor

Midwest
Sarah, Plain and Tall by Patricia MacLachlan
Skylark by Patricia MacLachlan
Prairie Songs by Pam Conrad
Little House on the Prairie by Laura Ingalls Wilder

Southwest
Cherokee Sister by Debbie Dadey
Brighty of Grand Canyon by Marguerite Henrys
Old Yeller by Fred Gipson
... And Now Miguel by Joseph Krumgold
The Armadillo from Amarillo by Lynne Cherry

West
Haymeadow by Gary Paulsen
Stone Fox by John Reynolds Gardiner
See You Around Sam by Lois Lowry
Jim Ugly by Sid Fleischman

General
Journeys in Time: A New Atlas of American History by Elspeth Leacoch and Susan Buckley
Pioneer Girl: Growing Up on the Prairie by Andrea Warrant
What’s the Deal? Jefferson, Napoleon, and the LA Purchase by Rhoda Blumberg
Hurry Freedom: African Americans in Gold Rush California by Jerry Stanley

Field Trips
Sharon Woods Historical Village
Ohio Historical Society Village
Fort Ancient
Great Serpent Mound
Fifth grader students will focus on map skills, United States development from earliest times through the Revolutionary War, and on the geography and culture of Canada, Central and South America.

In the following areas of Social Studies, the grade 5 student will:

**Peace and Justice**
1. Recognize the value of ethnicity and its contribution to cultural life
2. Recognize some of the issues that lead to wars, and the need for world peace today
3. Trace how a global issue from past civilizations is still an issue today, such as human rights

**Geography (focus on Canada, Central and South America)**
4. Use cardinal and intermediate directions and basic terms on maps and globes
5. Recognize different map projections, but also recognize the globe as the most accurate representation of land and water
6. List advantages/disadvantages of globes to flat world maps
7. Identify different kinds of maps (political, physical, relief, topographic, etc.) and their uses
8. Locate points on maps using compass, map scale, keys and legends
9. Use coordinates of latitude and longitude to locate points on a world map
10. Identify on maps and globes places related to the historic events being studied
11. Identify countries, capitals, major cities, of Canada, Central and South America
12. For Canada, Central and South America, locate major mountain ranges, rivers, bodies of water
13. For Canada, Central and South America, describe general climate and major natural resources
14. Describe what is different and/or special about Canada, Central and South America
15. Identify the cultures of the countries of Central and South America, their food, dress, housing, music/art, and customs.
16. Explain how the geography and resources in particular regions influence economic growth, and growth of technology, transportation, and communication
17. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications
18. Trace how movement of people and of goods has affected the regions being studied

**History**
19. Identify the first people to occupy the Americas and their distinguishing characteristics:
   - Olmec civilization (Central America)
   - Mayans (Mexico)
   - Aztecs (Mexico)
   - Incas (South America)
   - Anasazi (North American)
   - Tlingit (Canada)
20. Name major European explorers and their discoveries in the western hemisphere
21. Identify the economic, religious, and social reasons explorers came to the New World
22. Name the thirteen original American colonies (crossword) and the purpose for which each was founded
23. Demonstrate knowledge of life in the colonies
24. Trace the development of religious diversity in the colonies and analyze how the concept of religious freedom/tolerance has evolved in the US.
25. List the causes and effects of the French and Indian War.
26. Name the events and attitudes that led to the colonies declaring their independence.
27. Identify major events of the American Revolutionary War (game) (Valley Forge).
28. List the effects of the American Revolutionary War (places of the Amer Rev game).
29. Name historical figures of Revolutionary times and explain their contributions to US history or government.
30. Explain the significance of the following documents/events:
   - Mayflower Compact
   - Townshend Acts
   - Virginia House of Burgesses
   - Boston Tea Party
   - Boston Massacre
   - Articles of Confederation
   - Declaration of Independence
   - Land Ordinance of 1785
   - Northwest Ordinance
   - Constitution
   - Bill of Rights

Government
31. Recognize the importance of United States symbols.
32. Identify reasons for the creation of governments, such as:
   - Protecting life and property
   - Providing necessary services that individuals alone can not provide
33. Explain the basic functioning of a democratic system of government.
34. Describe the defining characteristics of a representative democracy.
35. Define the duties and responsibilities of citizenship (citizenship 2).
36. Name the three branches of government and their functions.

Economics
37. Identify the economic reasons explorers came to the New World.
38. Describe the relationship of supply and demand of goods and services.
39. Explain how imports and exports contribute to the interdependence of different countries.
40. Recognize that competition for resources can often lead to conflict between nations or groups.
41. Explain that most decisions involve trade-offs and give examples.

Alternative Assessment
Reports: written or oral
Constructing models
Short and long answers on tests
Small group work
Debates
Create map games
Journal writing
Portfolios
Acting out roles portraying different historical characters

Color coded map projects
Creative writing (poems)
Dramatizations, skits
Time lines, construct and display
Compare and contrast compositions
Create a newspaper of the past
Classroom observations

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Research projects - use of internet for gathering information
Appropriate cultural activities (Songs, dances, art, writing)

Related Reading

Canada
- Journey Through Canada by Richard Tames
- Canada by Louis Sabin
- Canada Activity Book by Linda Milliken and Kathy Rogers

Mexico
- Carlos and the Squash Plant by Jan Romero Stevens
- Mexico and Central America by Keith Brandt
- Diego by Jeannette Winter
- Viva Mexico! A Story of Benito Juarez and Cinco de Mayo by Argentina Placios

History
- My Brother Sam is Dead by James Lincoln Collier and Christopher Collier (Revolutionary War)
- April Morning by Howard Fast (Revolutionary War)
- The Scarlet Stocking Spy by Trinka Hakes Noble (Revolutionary War)
- When Washington Crossed the Delaware by Lynne Cheney (Revolutionary War)
- Legend of Sleepy Hollow by Washington Irving
- Johnny Tremain by Esther Forbes (Revolutionary War)
- My People the Sioux by Luther Standing Bear (Westward Expansion)
- Light in the Forest by Conrad Richter (Native American)
- Drums Along the Mohawk by Walter D. Edmonds
- The Way West by A.B. Guthrie, Jr. (Westward Expansion)
- Follow the River by Alexander Thom

Field Trips
- Adena Mounds
- Fort Ancient
- Moravian Village (Holmes County)
- Ohio History Museum (Columbus)
Grade 6 – World Studies (survey) with emphasis on ancient civilizations through Reformation; geographic focus on Africa; equality of persons.

In the following areas of Social Studies, the grade 6 student will:

Peace and Justice
1. Affirm essential equality of people
2. Identify areas of discrimination, i.e., sex, age, race, religion
3. Accept and include (not merely tolerate) persons different from self
4. Recognize and appreciate cultural pluralism within society, with an emphasis on the contributions of Christianity

Geography (Africa, Africa 2, Africa 3, Africa 4)
5. Use coordinates of latitude and longitude to locate points on a world map
6. Construct maps with specific features and symbols
7. Identify and locate on a map:
   - Countries of Africa (match game, coloring book and worksheets)
   - Major landforms
   - Rivers
   - Bodies of water
   - Natural resources
8. Explore the relationship between topography of land and climate to type of food, clothing, housing, recreation, transportation and size of population of a region
9. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications
10. Explain how particular regions and resources in these regions influence the availability of the growth of technology, transportation, and communication
11. Explain possible reasons why people migrate from place to place

History
12. Describe the cultural development of humankind from the Paleolithic Era to the evolution of agriculture societies including:
   - Hunter gatherer societies
   - Technology (tool-making, use of fire)
   - Domestication of plants and animals
   - Culture
   - Religious beliefs

13. Summarize the significance of the River Cultures (Nile, Indus, Yellow, and Euphrates)
14. Introduce the Fertile Crescent cultures, Sumerians, Babylonians (Hammurabi), Assyrians and Phoenicians and their contributions to civilization
15. Describe the culture of ancient Egypt (Egypt) including:
   - class structure/governance
   - beliefs, including polytheism and monotheism
   - accomplishments

16. Describe the decline of Egypt and rise of other African cultures:
   - Kush, Ghana, Mali, Songhai,
including trade, products, slavery, learning,
beginnings and spread of Judaism and Islam

17. Describe the causes and effects of exploration by Europeans on the people of Africa (1400-1750), including:
- The practices of mercantilism and colonialism leading to imperialism
- The impact of European exploration and expansion on the people of sub-Saharan Africa, Asia
- Reasons countries such as Portugal, Spain, France, Holland, and England emerged as economic world powers

18. Introduce Greek city-states

19. Compare and contrast the cultures of Athens and Sparta

20. List key contributions of ancient Greece in government, religion (mythology), learning, and the arts

21. Trace the founding of Rome (: Romans, timeline) to Caesar Augustus (Pax Romana)

22. List the key contributions/accomplishments of the Roman Empire

23. Identify key figures of the period and their contributions or area of influence

24. Give reasons for the decline of the Roman Empire

25. Trace the growth of Christianity during Roman rule

26. Describe the major events and the social characteristics of Medieval Europe
   additional resources: Middle Ages, Medieval life
   - Feudalism
   - Charlemagne
   - Crusades
   - Magna Carta
   - Black Death/Plague
   - Renaissance
   - Reformation

27. Discuss the following:
   - The role of the Roman Catholic Church (Holy Roman Empire) and its monasteries including its effect on education and the arts
   - The role of the Crusades including how they helped to introduce Muslim ideas and products to Europe
   - The effect of travel on trade; growth of guilds and a “middle class”
   - Contributions and roles of key figures

28. The creation and expansion of the Byzantine, Muslim, and Ottoman Empire

29. Describe the Renaissance and Reformation, including:
   - The social and intellectual significance of printing with moveable type
   - Major achievements in literature, music, painting, sculpture, and architecture in Europe, including the work of Leonardo Da Vinci and Michelangelo
   - Discontent among Europeans with the late medieval Catholic Church and the Impact of leading Protestant reformers, Martin Luther and John Calvin

30. Explain how the following factors foster conflict or cooperation among countries:
   - Language
   - Religion
   - Types of Government
   - Economic interest
31. Compare the rights and responsibilities of citizens living under various systems of government including monarchy, direct democracy, and representative democracy.
32. Describe the rights found in the Magna Carta and show connections to rights Americans have today.
33. Describe the defining characteristics of a democracy, republic, monarchy, city-state, and dictatorship.

**Economics**
34. Describe the growth of cities due to the establishment of trade routes in Asia, Africa, and Europe, and the products and inventions that traveled along these routes.
35. Explain how the availability of resources and labor affects the production of goods, trade, specialization, and interdependence in different world regions.
36. Explain why production and consumption increase when individuals, regions, and countries specialize.

**Assessment Alternatives**
- Reports: written or oral
- Constructing models
- Short and long answers on tests
- Small group work
- Debates
- Create map games
- Journal writing
- Portfolios
- Acting out roles portraying different historical characters
- Research projects - use of internet for gathering information
- Appropriate cultural activities (Songs, dances, art, writing)

**Related Readings**
- *The Egypt Game* by Zilpha Keatley Snyder
- *Mummies of the Pharaohs: Exploring the Valley of the Kings* by Melvin & Gilda Berger
- *Detectives in Togas* by Henry Winterfeld
- *The Bronze Bow* by Elizabeth George Speare
- *The Librarian Who Measured the Earth* (Erastostheves) by Kathryn Lasky
- *Cleopatra* by Diane Stanley
- *Catherine, Called Birdy* by Karen Cushman
- *Midwife's Apprentice* by Karen Cushman
- *Good Masters! Sweet Ladies!* by Laura Amy Schlitz
- *A is for Asia* by Cynthia Chin Lee
- *A is for Africa* by Ifeoma Onyefulu
- *African Americans in the Old West* by Tom McGowen
- *Mapping the World* by Sylvia A. Johnson

**Field Trips**
- Cincinnati Art Museum - collection of ancient artifacts
- Cincinnati Museum Center (Union Terminal)
Grade 7 - United States Studies from Constitution to 1900
The seventh grade students will study United States History from the establishment of the Constitution through the Spanish American War, along with world events that impacted the US, and the geography of Mexico and modern Europe; dignity of work and economic justice.

In the following areas of Social Studies, the grade 7 student will:

**Peace and Justice**
1. Develop and understand economics as an aspect of Christian living
2. Identify work as a way to continue participation in God’s act of creation
3. Identify the basic rights of labor, management
4. Give examples of how these rights must be exercised in a way that advances the common good.
5. Recognize issues of economic justice involved in the distribution of wealth in the United States and the rest of the world

**Geography** (Europe and Mexico, Mexico 2, Mexico 3, Mexico 4)
6. Locate on a map or globe, modern day Mexico 5, Mexico 6
7. Identify US territories that formerly belonged to Mexico.
8. Identify Mexico’s major cities and physical features
9. Identify on a map modern European places related to the historic events being studied
10. Identify physical and cultural regions of Europe
    - Country and capitals
    - Physical features and rivers
11. Relate the five themes of geography to historic events

**History** (use primary sources, PS 2 wherever possible)
12. Review the causes and effects of the French and Indian War
13. Review the causes and effects of the American Revolutionary War
14. Identify the major rights and responsibilities documented in the US Constitution (crossword)
15. Identify the proceedings that influenced settlement and growth of United States (ex: Louisiana Purchase, cattle trails, Oregon Trail, Gold Rush, GR 2, Gadsden Purchase)
16. Identify the causes and outcomes of the War of 1812, (1812), Texas independence, TI2, and the Mexican-American War, M-AW 2, and the Spanish American War
17. Develop and understand the western movement and pioneer life, PL2
18. Examine the US government’s treatment of Native Americans during the expansion years
19. Identify groups that immigrated to the United States during this period and their contributions to American culture
20. Discuss the impact of social reform, i.e., Abolitionist Movement and the Women’s Rights (WR2) Movement occurring in this time period
21. Demonstrate knowledge of the causes, effects, and major events of the Civil War
22. Demonstrate an understanding of the Reconstruction Period
23. Explain the causes and effects of the Age of Revolution including the Industrial Revolution, (IR 2, IR3) the French Revolution, with emphasis on:
   - Scientific and technological changes that promoted industrialization
   - The impact of the growth of population, rural to urban migration, growth of industrial cities, and European immigration
   - The changing role of labor
   - Changes in living and working conditions, especially those of women and children
• The emergence of a middle class and its impact on leisure, art, music, literature, and other aspects of culture
• An understanding of the formation of modern European nations

24. Explore how a region’s history, geography, and economics influences its view of other cultures and events (relate to North and South)

Government
25. Describe how federal laws are made in the United States
26. Recognize the country’s development into a republic
27. Explain the major significance of the following historical documents:
   • Constitution
   • Bill of Rights
   • Monroe Doctrine MD2
   • Missouri Compromise
   • Gettysburg Address
   • Emancipation Proclamation
   • Civil War Amendments (13, 14, 15)

28. Identify the significance of landmark Supreme Court Rulings from 1803-1877 including:
   • Marbury vs. Madison
   • Dred Scott Decision
   • Plessy vs. Ferguson

29. Understand the need for and growth of political parties
30. Define and identify the duties and responsibilities of citizenship
31. Develop an understanding of Ohio's state and local government (OH2)
32. Define the three branches of government and their functions
33. Identify United States relationships to major countries and how these relationships affect foreign policy
34. Explain the difference between state and federal government

Economics
35. Illustrate how trade occurs when individuals, regions, and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase (imports/exports)
36. Analyze the relationship between trade and transportation
37. Introduce the stock market, stock exchanges, shares, shareholders
38. Develop the ability to make wise economic choices as a consumer
39. Demonstrate knowledge of economic systems and the resulting distribution of wealth
40. Investigate and become familiar with career opportunities and areas of employment

Assessment Alternatives

Map tests
Interviews
Essay test
Chronology tests
Short answers
True /False
Political cartoons
Role playing

Write newspaper articles
Travel brochures
Interviews
Write a child’s book on an historical incident
Journaling
Mock court
Related Reading

- Across Five Aprils by Irene Hunt (Civil War)
- Friend on Freedom River by Gloria Whelan
- Fighting Ground by Avi
- Slave Dancer by Paula Fox
- My People the Sioux by Luther Standing Bear (Westward Expansion)
- Anthony Burns by Virginia Hamilton (Slavery)
- Light in the Forest by Conrad Richter (Native American)
- Drums Along the Mohawk by Walter D. Edmonds
- Up from Slavery by Booker T. Washington
- The Way West by A.B. Guthrie, Jr. (Westward Expansion)
- Follow the River by Alexander Thom
- Scarlet Letter by Nathaniel Hawthorne
- Uncle Tom’s Cabin by Harriet Beecher Stowe
- Civil War (A Library of Congress Books) by Martin W. Saudler
- No Pretty Pictures: A Child of War by Anita Lobel
- Osceola: Memories of a Sharecroppers Daughter by Alan B. Govenar

Field Trips

- Ohio History Museum (Columbus)
- Freedom Center
- Tall Stacks
- Union Terminal
- Local Historical Museums
- “Blue Jacket” - Historical drama
- Harriet Beecher Stowe Home
Grade 8 - United States Studies from 1900 (Spanish American War) through the 20th Century with Emphasis on Civics and Government

Eighth grade students will study United States development as a major world power, its relation to other world powers, and the growth of global economies. Geographic focus on modern Asia. Current events (CE2) should be a constant focus.

Peace and Justice
1. Recognize the relationship between Church and State
2. Identify political involvement as part of the Christian vocation
3. Identify ways in which discrimination and slavery continue in the modern world
4. Define genocide and cite modern examples
5. Recognize the moral as well as political implications of war

Geography (modern Asia, Asia 2)
6. Understand physical and cultural regions (CR2) of modern Asia including countries and capitals, and physical features
7. Identify on a map places related to the historic events studied and explain their significance
8. Give examples and explain the importance of cultural pluralism within society with an emphasis on the contributions of Christianity
9. Analyze examples of cultures viewing events from different perspectives
10. Analyze how culture has contributed to cooperation and conflict within and between regions of the world
11. Apply a working knowledge of the five themes of geography (5T2) and geographic skills

History (use primary documents, PD2 wherever possible)
12. Identify people who influenced the growth and development of the United States
13. Demonstrate knowledge of the turn of the century industrial era
14. Demonstrate knowledge of the development of Imperialism
15. Identify groups that immigrated to the United States during this period and their contributions to American culture
16. Trace the political and social reforms (child labor) of the progressive era
17. Trace the development of urbanization in America
18. Identify the major causes, events, and effects of World War I, including the provisions of the Treaty of Versailles
19. Identify the causes and the social, political, and economic impact of the Depression
20. Identify the major causes, events, and effects of World War II, both domestic and international, including the Holocaust, H 2, the use of the atomic bomb, and the formation of the United Nations
21. Develop an understanding of the Cold War, including the fall of Communism in Eastern Europe and the dissolution of the Soviet Union
22. Chart American involvement in the Korean War, the Vietnam War, the Persian Gulf War, and 9/11 and the “War on Terrorism”
24. Explain the different methods countries use to resolve conflicts
   • Diplomacy
• Treaties
• Military involvement

25. Explain the significance of 20th Century movements including:
• Peace movement in the ‘60’s
• Civil Rights movement
• Women’s movement

26. Identify human rights issues in China and the Middle East
27. Develop an awareness of current American events, CE 2
28. Relate current events to past history of US or world nations

Government
29. Demonstrate knowledge of the democratic system of government
30. Describe socialism, communism, and dictatorship as political systems
31. Explain the role of (history of) the third parties in American politics
32. Identify the major significance of the landmark Supreme Court Rulings from 1877-
to present including:
• Brown vs. Board of Education of Topeka
• Miranda vs. Arizona
• Roe vs. Wade

33. Explain why Constitutional amendments 16-27 were enacted and how they
affected individuals and groups

Economics
34. Describe capitalism, socialism, and communism as economic systems
35. Distinguish between goods and services typically produced by the private sector
and the public sector
36. Explain the role of the stock market/investments on the US economy
37. Identify the relationships the United States has with major countries and how
these affect foreign and economic policies
38. Select a historical event and examine global and economic implications, i.e.,
Spanish – American War, Stock Market Crash, New Deal, Marshall Plan, Civil Rights
Movement, and Fall of Communism

Assessment Alternatives
Map tests     Writing newspaper articles
Interviews    Travel brochures
Essay tests    Interviews
Chronology tests    Write a child’s book on a historical incident
Short answers    Alphabet books on a historical incident
Political cartoons    Journaling
Role playing    Mock court
Research papers

Roger Taylor Series on Cross Curricular Activities are excellent for upper grades to
use for product driven projects.
Product Driven Examples of Informal Assessment

A letter
A lesson
Advertisement
Ammonia imprint
Animated movie
Annotated Bibliography
Art gallery
Block picture story
Bulletin board
Chart
Choral reading
Clay sculpture
Collage
Collection
Comic strip
Computer program
Costumes
Crossword puzzle
Data base
Debate
Demonstration
Detailed
Illustration
Diary
Diorama
Display
Edibles
Editorial essay
Etching
Experiment
Fact tile
Fairy tale
Family tree
Film
Filmstrip
Flip book
Game
Graph
Hidden picture
Illustrated story
Interview
Journal
Labeled diagram
Large scale drawing
Learning center
Letter to the editor
Map with legend
Mazes
Mobile
Model
Mural
Museum exhibit
Musical instruments
Needlework
Newspaper story
Oral defense
Oral report
Painting
Pamphlet
Papier-mâché
Petition
Photo essay
Pictures
Picture story for children
Plaster of paris model
Play
Poetry
Pop-up-book
Press conference
Project cube
Prototype
Puppet
Puppet show
Puzzle
Radio program
Rebus story
Riddle
Role Play
Science fiction story
Sculpture
Skit
Slide show
Slogan
Song
Sound
Survey
Tapes – Audio – Video
Television program
Time line
Transparencies
Travel brochure
Working hypothesis
Write a new law
Video film
Related Reading

Devil’s Arithmetic by Jane Yoland (Holocaust)
Rebecca of Sunnybrook Farm by Kate Wiggin
Roll of Thunder / Hear My Cry by Mildred Taylor (Civil Rights)
Let the Circle Be Unbroken by Mildred Taylor (Civil Rights)
Inherit the Wind by Jerome Lawrence and Robert Lee (Judicial System)
My People the Sioux by Luther Standing Bear (Westward Expansion)
The Last Hurrah by Edwin O’Connor (Politics)
Out of the Dust by Karen Hesse (Depression)
After the Dancing Days by Margaret Rostkowski (Post World War I)
The Jungle by Upton Sinclair (Progressivism)
Having Our Say by Delaney Sisters (Harlem Renaissance)
To Kill a Mockingbird by Harper Lee
No Pretty Pictures: A Child of War by Anita Lobel
Osceola: Memories of a Sharecroppers Daughter by Alan B. Govenar
Nothing But the Truth by Avi
A Long Way from Chicago by Richard Peck
A Year Down Under by Richard Peck
Baseball Saved Us by Ken Mochizuki
A Single Shard by Linda Sue Parks
Tell Them We Remember the story of the Holocaust by Susan D. Bachrach
The California Gold Rush by R. Conrad Stein
African Americans in the Old West by Tom McGowen
The Yellow Star: Legend of King Christian X of Denmark by Carmen Agra Deedy
You Wouldn’t Want… series by Scholastic
   To Live in a Wild West Town
   Be on Apollo 13
The Wall by Eve Bunting
In Flanders Fields: The Story of the Poem by Linda Granfield
The Seven Themes of Catholic Social Teaching

- **Catholic Teaching on the Life and Dignity of the Human Person:** Every human person is created in the image and likeness of God. Therefore, each person’s life and dignity must be respected, whether that person is an innocent unborn child in a mother’s womb, whether that person worked in the World Trade Center or a market in Baghdad, or even whether that person is a convicted criminal on death row. We believe that every human life is sacred from conception to natural death, that people are more important than things, and that the measure of every institution is whether it protects and respects the life and dignity of the human person. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13

- **Catholic Teaching on the Call to Family, Community, and Participation:** The human person is not only sacred, but social. The God-given institutions of marriage—a lifelong commitment between a man and a woman—and family are central and serve as the foundations for social life. Marriage and family should be supported and strengthened, not undermined. Every person has a right to participate in social, economic, and political life and a corresponding duty to work for the advancement of the common good and the well-being of all, especially the poor and weak. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13

- **Catholic Teaching on Solidarity:** We are one human family. We are our brothers’ and sisters’ keepers, wherever they may be. Pope John Paul II insists, “We are all really responsible for all.” Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that “if you want peace, work for justice.” The Gospel calls us to be “peacemakers.” Our love for all our sisters and brothers demands that we be “sentinels of peace” in a world wounded by violence and conflict. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15

- **Catholic Teaching on the Dignity of Work:** The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s act of creation. If the dignity of work is to be protected, then the basic rights of workers, owners, and others must be respected—the right to productive work, to decent and fair wages, to organize and choose to join a union, to economic initiative, and to ownership and private property. These rights must be exercised in ways that advance the common good. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15

- **Catholic Teaching on Rights and Responsibilities:** Every person has a fundamental right to life—the right that makes all other rights possible. Each person also has a right to the conditions for living a decent life—faith and family life, food and shelter, education and employment, health care and housing. We also have a duty to secure and respect these rights not only for ourselves, but for others, and to fulfill our responsibilities to our families, to each other, and to the larger society. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 14

- **Catholic Teaching on the Option for the Poor and Vulnerable:** Scripture teaches that God has a special concern for the poor and vulnerable. The Church calls on all of us to embrace this preferential option for the poor and vulnerable, to embody it in our lives, and to work to have it shape public policies and priorities. A fundamental measure of our society is how we care for and stand with the poor and vulnerable. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15

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

For any geographic area under study, students should be able to apply the five themes of geography to that area. The five themes are:

- **Location** - where is it?
- **Place** - how is this area different from others?
- **Human/Environmental Interactions** - how have people changed this area?
- **Movement** - how has movement changed the area?
- **Region** - what is special about this area?

For detailed descriptions, see [http://geography.mrdonn.org/5themes-definitions.html](http://geography.mrdonn.org/5themes-definitions.html)
For a visual presentation, see [http://www.youtube.com/watch?v=VnpJQ4IMg1Y](http://www.youtube.com/watch?v=VnpJQ4IMg1Y)
Field Trip for Social Studies

Field trips are great opportunities for learning if students are properly prepared for them, and if there are follow up discussions or activities after the field trip. Care should be taken to see that the trip fits the age, interest, and curriculum of the students. All field trips should serve an academic purpose and demonstrate connections to the Graded Courses of Study.

Cincinnati Area

Check local city, county, state parks. Many offer programs in local and national history.

- **Center for Holocaust and Humanity Education**, on the campus of Rockwern Academy
  8401 Montgomery Road, Cincinnati, OH 45236, 513-487-3055
- **Cincinnati City Parks**
- **Cincinnati Fire Museum**, 315 W. Court St.; 621-5553
- **Cincinnati History Museum**, Cincinnati Museum Center (Union Terminal), 1301 Western Ave., 45203; 513-287-7000
- **Cincinnati Reds Hall of Fame**, select “Ballpark,” 513-765-7922
- **Cincinnati Zoo and Botanical Gardens** 3400 Vine St., 45220; 513-559-7737
- **Governor Bebb Preserve** and Pioneer Village, 2051 Timberman Rd. Hamilton, OH 45013; (513) 867-5835
- **Gorman Heritage Farm**, 3035 Gorman Heritage Farm Lane, off Reading Rd. Evendale
- **Hamiton County Parks, Parkey’s Farm**, Sharon Woods, Shawnee Lookout, Farbach Werner, etc., 521-3276
- **Fort Ancient State Memorial**, 6123 OH350, Oregonia; 1-800-283-8904
- **Heritage Village, Sharon Woods** (See Cinti. Parks)
- **Isaac Wise Temple**, Plum Street Temple, 720 Plum Street, Cincinnati, OH 45202 (513)793-2556
- **Islamic Center of Greater Cincinnati**, 8092 Plantation Dr., West Chester, OH 45069
- **National Underground Railroad Freedom Center**, 513.333.7500 or Toll Free: 877.648.4838
- **Skirball Museum** (Judaism)
- **St. Peter in Chains Cathedral**
- **Wm. H. Taft National Historic Site**, 2038 Auburn Ave.; 684-3262

Dayton Area

- **Five Rivers Metroparks** wide variety of free educational programs at various MetroParks locations
- **Learning Tree Farm**, 3376 South Union Road, 45418; (937) 866-8650
- **Carillon Historical Park**, 1000 Carillon Blvd., 45409, (937) 293-2841
- **Dayton Aviation Heritage National Historical Park** is located in and around Dayton, Ohio. The Wright Cycle Company Complex, Paul Laurence Dunbar State Memorial, and Carillon Historical Park are located in Montgomery County. The Huffman Prairie Flying Field Interpretive Center and Huffman Prairie Flying Field are located in Greene County.
- **SunWatch Indian Village/Archeological Park**, 3201 W. River Rd., Dayton; 937-268-8199
- **Wright Brothers Aeroplane Company and Museum of Pioneer Aviation**; Virtual tours

Other Ohio Historic Sites:
The Rutherford B. Hayes **Presidential Center**, Spiegel Grove, Fremont, OH 43420-2796, 419.332.2081
- **National Heisey Glass Museum**, 169 W. Church St., Newark, OH 43055, (740) 345-2932
- **Hopewell Culture National Historical Park**, 16062 State Route 104, Chillicothe, Ohio 45601, (740) 774-1126
- **Hubbard House Underground Railroad Museum**, Walnut Boulevard and Lake Avenue, Ashtabula, OH 440-964-8168
- **John P. Parker House**, 330 N Front St, Ripley, OH 45167-1016, 937-392-4188
- **John Rankin House**, 6152 Rankin Road, Ripley, OH 45167, (937) 392-1627 or (937) 392-4044
- **William McKinley Presidential Library and Museum**, 800 McKinley Monument Drive NW | Canton, OH 44708, 330.455.7043
- **OHIO Historical Society**, 1982 Velma Avenue, Columbus, OH 43211-2497, (614) 297-2300
- **The Ohio Statehouse**, 1 Capitol Square, Columbus, Ohio 43215 Virtual and live Tours
- **Roscoe Village** (19th century canal town), Coshohcton, OH
- **Schoenbrunn Village**, 1984 E. High Ave, New Philadelphia, OH 44663, 1.800.752.2711 or 1.877.278.8020
- **Serpent Mound**, 3850 State Route 73, Peebles, OH (Adams Co.)45660, 937-587-2796 or 1-800-752-7257
Resources for Social Studies

National Standards for Social Studies

- History: [http://www.historyforkids.org/](http://www.historyforkids.org/)


Mr. Donn’s website for all things social studies [http://www.mrdonn.org/](http://www.mrdonn.org/)

More Grade 6 Web Resources:


Paleolithic Era

Egypt, Mesopotamia, Indus Valley and China

Greece and Rome
Byzantine Empire
http://school.discoveryeducation.com/lessonplans/programs/
http://www.archaeolink.com/byzantine_civilization.htm
http://ethemes.missouri.edu/themes/1094
http://westernreservepublicmedia.org/middleages/crusade_crusades.htm
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313db
http://www.icgc.info/
http://www.cair.com/

Medieval Cultures
http://africa.mrdonn.org/dailylife.html
http://www.archaeolink.com/
http://edsitement.neh.gov/view_lesson_plan.asp?id=501
http://ruafrika.rutgers.edu/resources/lesson_plans.html
http://lessonplans.mrdonn.org/SPAM.html
http://www.outreachworld.org/resource.asp?curriculumid=294
http://ncta.osu.edu/lesson_on_jp.html
http://medievaleurope.mrdonn.org/lessonplans.html
http://www.besthistorysites.net/medieval_europe.shtml
http://www.edselect.com/grade_41.htm

Civics and Government:
http://government.pppst.com/types.html

Economics:
http://www.lessonplanet.com/directory/social_studies/economics
### Pre-Kindergarten Social Studies
### Archdiocese of Cincinnati Objectives

#### Peace and Justice:
1. Recognize that everyone is created in God’s image and is to be respected.
2. Show respect for classmates.

#### Geography:
3. Locate objects by relative terms (spatial relationships): over, under, near, beside, etc.
4. Identify common local land forms (lakes, rivers, hills, etc.)
5. Recognize graphics and descriptions as city (urban) or country (rural)

#### History:
6. Introduce major holidays
7. Locate events in terms of general time: yesterday, today, tomorrow, morning, afternoon, evening, night.
8. Relate events in recent past/personal histories (what happened over weekend)

#### Government:
9. Demonstrate responsibility for personal items (shoes, coats, etc.)
10. Demonstrate ability to follow classroom/bus/school rules
11. Recognize authority figures in the school/church setting

#### Economics:
12. Recognize that there is an exchange for goods (pay for purchases)
13. Recognize that making a decision entails choosing one thing and excluding another (you can this or that, not both)
# Kindergarten Social Studies

## Archdiocese of Cincinnati Objectives

### Peace and Justice:
1. Participate and cooperate in classroom activities
2. Show respect for people and the world as part of God’s creation.
3. Demonstrate an understanding of aggression as an inappropriate response to conflict
4. List family members and why each is important to the family
5. Recognize that people need to be able to live, work, and play together

### Geography:
6. Locate objects by left, right
7. Give general directions for locations (restroom, cafeteria, classroom) within the school complex
8. Differentiate between maps and globes
9. Distinguish between land and water on maps and globes
10. Recognize that models, maps and globes represent real places
11. Identify common landforms (hills, fields, creeks or streams, rivers, etc.)
   - Additional Resources: Left/Right.

### History:
12. Become aware of time systems, i.e., days of the week and months of the year
13. Show awareness of past, present, future events
14. Place events (birthday, Christmas, Ester, vacation) in context of seasons
15. Relate events in personal histories (when I was little; one time I went to the zoo, etc.)
16. Begins to understand family relationships (grandparents, cousins, etc.)
17. Become familiar with famous people connected to major holidays, events
18. Develop an awareness and respect of different cultures

### Government:
19. Develop an awareness of the symbols of the United States, i.e., Pledge of Allegiance, United States’ flag, eagle, patriotic songs, liberty bell, etc.
20. Identify flag of the United States
21. Name the current president of the United States
22. Identify authority figures in the home, school, and community
23. Articulate the need for rules in home and school
24. Begin to recognize how voting can be used to make group decisions

### Economics:
25. Given a list of items, decide what is needed to survive, and what they would like to have (wants and needs)
26. Discuss the difference between work and play
27. Identify community workers and how their work contributes to the health and welfare of others
28. Develop an awareness of different types of careers and service workers
29. Evaluate a trade of goods (“Trade you my apple for your sandwich?”)

## Homework:

## Evaluation:
### Instructional Objectives:

**Peace and Justice:**
1. Recognize the poor as having a special place in the teachings of Jesus
2. Recognize land and people are precious human resources and gifts from God that we should value
3. Formulate Christian attitudes toward conflict resolutions
4. Identify the family as a social institution with values and dignity
5. Recognize that we have a responsibility to others, esp. to family, neighbors, the poor

**Geography:**
6. Use directional terms correctly, i.e., left/right, near/far, North/South/East/West
7. Recognize that models, maps, and globes represent real places
8. Given a simple “map” of home/school neighborhood (home, friend’s house, store, etc.), draw a line from one point to another (classroom to cafeteria, home to friend’s house, etc.)
   Additional resources: simple maps, simple maps 2, simple maps 3
9. Recognize the seven continents and five oceans
10. Locate Ohio and the United States on a map
11. Differentiates between urban, suburban, and rural settings
12. Draw city, suburb or rural (country) scenes, showing the differences among them

**History:**
13. Recite the days of the week and months of the year in order
14. Identify major holidays, seasons of the year
15. Identify different cultures through the study of holidays, customs, and traditions
16. Distinguish events or stories as past, present, or future
17. Place events from one’s own life in chronological order
18. Identify people who influenced United States’ history, i.e., presidents, leaders, and explorers

**Government:**
19. Recognize the need for rules and laws in our community, home, school, and country
20. Identify symbols of the United States, i.e., flag, map, eagle
21. Develop an awareness of current events

**Economics:**
22. Identifies basic needs of all people
23. Explain how people have satisfied their needs over time
24. Identify the reasons for work
25. Identify various types of careers and service workers
26. Begin to distinguish between goods and services
   Additional resources: Community helpers (Power Point Presentation)

### Teacher Materials:

- Student Materials:

### Procedure:

**Homework:**

**Evaluation:**

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### Instructional Objectives:

#### Peace and Justice
1. Identify belonging to a community (community 2) of people who support each other
2. Recognize the duty to help other people as part of the human family, i.e., feed hungry, care for aged
3. Explain how various workers benefit the community

#### Geography
4. Recognize that maps and globes show land and water
5. Identify and use symbols, the compass rose, and cardinal directions to locate places of significance on maps and globes (compass rose 2)
6. Name, locate, and label the continents and oceans
7. Define and use basic geographic terms, i.e., North and South Poles, equator, continents, oceans
8. Locate the United States in relation to the equator, North and South Poles, continents, and oceans on maps and globes
9. Locate own city in relation to state, country, and continent
10. Locate and identify landforms (plateaus, islands, hills, mountains, valleys), and bodies of water (creeks, ponds, lakes, oceans) on maps, in photographs, and 3D models
11. Locate and identify: Great Lakes, Mississippi River, Ohio River, Appalachian Mountains, Rocky Mountains, Atlantic coast, Pacific coast, Canada, Mexico
12. Identify systems of transportation used to move people and products
13. Identify systems of communication used to move ideas from place to place
14. Explain why transportation and communication systems are important

#### History
15. Place personal events on a time line
16. Define history as a story of change in people and places over a period of time
17. Use historical artifacts, documents, photographs, biographies, maps, diaries, and folklore to answer culture and influence the behavior of people living in a particular culture
18. Recognize how individual actions have made a difference in others’ lives with emphasis on retelling the stories of United States’ leaders, inventors, explorers, and U.S. presidents

#### Government
19. Recognize the ways to honor the United States’ flag, including the Pledge of Allegiance and patriotic songs
21. Demonstrate citizenship (citizenship 2) traits, including: Honesty, Respect for the rights of others and those in authority, Community participation
22. Recognize school, church, local, state, and national leaders such as mayor, governor, and president
23. Identify which officials are elected by the people and which ones are appointed
24. Recognize the differences between rules and laws
25. Recognize that laws: Clarify what can or cannot be done, Protect a citizen’s rights, Spell out consequences for a citizen’s improper actions
26. Demonstrate cooperation when working in group settings by :Peacefully managing conflict, Displaying courtesy, Respecting others

#### Economics
28. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different currencies
29. Recognize that most people work in jobs in which they produce goods and/or services
30. Give examples of service jobs
31. Give examples of jobs that produce goods
32. Explain why people in different parts of the world may have jobs that are different from ours
33. Explain how people are both buyers and sellers of goods and services
34. Recognize the diversity of the workforce, including women, immigrants, disabled, senior citizens
<table>
<thead>
<tr>
<th>Grade 3 Social Studies</th>
<th>Archdiocese of Cincinnati Objectives</th>
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<tr>
<td><strong>Instructional Objectives:</strong></td>
<td><strong>Teacher Materials:</strong></td>
</tr>
<tr>
<td><strong>Peace and Justice</strong></td>
<td><strong>Student Materials:</strong></td>
</tr>
<tr>
<td>1. Recognize the obligation Christians have to seek justice in the world</td>
<td>Procedure:</td>
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<tr>
<td>2. Formulate Christian attitudes toward conflict and violence, conflict resolution</td>
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<td>3. Identify skills needed for good relationships with others</td>
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<td>4. Develop an acceptance of others and their life styles, values, and beliefs</td>
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<td>5. Develop an understanding of the Catholic Church as a social institution</td>
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<td><strong>Geography (focus on Australia (Australia 2) and Antarctica)</strong></td>
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<td>6. Use cardinal and intermediate directions in the classroom, as well as with maps and globes</td>
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<td>7. Recognize that real objects are represented by pictures and symbols on a map or globe</td>
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<td>8. Use a number/letter grid system to locate places on a map</td>
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<td>9. Use the map title, map key, direction indicator, and symbols to answer questions about a community</td>
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<td>10. Identify by proper name land and water formations on a map or globe</td>
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<td>11. Explain the purpose of physical and political maps</td>
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<tr>
<td>12. Locate the Equator, Arctic Circle, Antarctic Circle, North and South Poles, Prime Meridian, the tropics and the hemispheres on maps and globes</td>
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<td>13. Identify the physical and economic features that make a community a distinctive place, i.e., landforms, climate, human and animal populations, and natural resources</td>
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<td>14. Name and identify on a map, Australia and Antarctica’s Physical features, Bordering bodies of water, Climate, States and capitals, major cities, Natural resources, Indigenous people</td>
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<tr>
<td><strong>History</strong></td>
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<tr>
<td>15. Define and measure time by years, decades, and centuries</td>
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<td>16. Identify and explain the differences in customs and life styles between the past and present</td>
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<td>17. Define history as a story of change in people and places over a period of time (contrast how people lived 50 years ago with present) including changes in: Landscape, Government, Economics, Education, Goods and services (jobs), Architecture, Recreation, Religion, Transportation, Technology</td>
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<td>18. Develop an awareness of local and regional history</td>
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<td>19. Sequence local historical events by placing a series of events in the proper order on a timeline</td>
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<tr>
<td>20. Identify people who influenced United States history, i.e., leaders, inventors, explorers, Native Americans</td>
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<td>21. Become familiar with U.S. presidents and their impact on history</td>
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<td>22. Recognize family units, although alike and different in composition, are the foundation of society</td>
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<td>23. Recognize that groups need followers and leaders</td>
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<td>24. Recognize the importance of people knowing and respecting their ethnic heritage and traditions</td>
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<td><strong>Government</strong></td>
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<td>25. Become aware of the duty of an individual to become a good citizen in the home, school, community, and country</td>
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<td>26. Develop an understanding that the purpose of a government is to serve citizens and make laws that help citizens</td>
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<td>27. Identify goods and services provided by local government, why people need them, and the source of funding, i.e., taxes</td>
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<td>28. Describe how people have helped make the community a better place to live, including preserving the environment, helping the homeless, renovating housing, and supporting education</td>
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<td>29. Explain the functions of local governments and identify local leaders</td>
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<td>30. Identify the location of local government buildings and explain the functions of government that are carried out there</td>
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<tr>
<td><strong>Economic</strong></td>
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<td>31. Recognize that the wants of persons can be unlimited, whereas natural and human resources are limited</td>
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<td>32. Develop the understanding that people depend on each other for their needs</td>
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<td>33. Identify people who purchase goods and services as consumers, people who make goods or provide services as producers, and explain that most people both produce and consume</td>
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<td>34. Categorize economic activities as examples of production or consumption and develop an awareness of the importance of saving, budgeting, and investing</td>
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<td>35. Identify the modes of transportation and communication used to move people, products, and ideas from place to place</td>
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<td>36. Identify examples of competition in the local community</td>
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<tr>
<td>37. Compare the perspectives, practices, and cultural products of the local community with other communities in Ohio, the United States, and other countries of the world</td>
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Grade 4: Social Studies: Archdiocese of Cincinnati Objectives

**Peace and Justice**
1. Recognize the *sacredness of all creation*
2. Identify practices disrespecting creation.
3. Identify ways in which Ohio residents demonstrate care, respect for creation.

**Geography**
4. Explain abbreviations, symbols found on maps (variety of maps, globes).
5. Use a legend or map key to interpret the data given on maps/globes.
6. Recognize physical features on maps/globes.
7. Determine distance on map using a map scale.
8. Identify a variety of landforms (landforms 2, basic geo. terms).
9. Introduce contour maps to indicate elevation (contour 2).
10. Identify political features (cities, capitals, borders) by using map symbols (pol map 2).
11. Construct simple maps oriented to direction.
12. Use a highway map for locating places by number, letter coordinates.
13. Identify parallels as lines of latitude and meridians (long/latitude) as lines of longitude.

**Geography of Ohio (Ohio)**
14. Use maps to locate major physical and human features of Ohio including: Lake Erie (the Great Lakes), Rivers, Plains, Appalachian Plateau, Bordering states, Past/present capitals of Ohio, Other major cities in Ohio.
15. Identify main symbols (flag, motto, seal, bird, flower, song) etc. of Ohio.
16. Identify the physical features that make Ohio a distinctive place.
17. Identify key locations of manufacturing, agriculture, mining, and forestry in Ohio.
18. Use maps, resources, and canals to discover patterns of settlement, economics, movement in Ohio.
19. Locate Ohio counties in which major cities are located.

**US Region study:** (large variety of US maps and activities)
20. Use a map to identify and locate the fifty United States and their capitals (state booklet).
21. Identify main geographic regions of the United States.
22. Explain how climate, physical features and resources contributed to the settlement, economic activity and movement within each region.
23. Explain how natural resources effect development of cities, employment, transportation, population of region.
24. Trace how humans have affected environment, resources of the region.
25. Compare, contrast regions according to physical features, climate, resources, industry, population.
26. Compare, contrast culture (ethnicity, religion, arts, music, dress, foods, social characteristics, etc.) of regions.
27. Recognize art, music, architecture, food, activities of a people produce a national or ethnic identity in a region.

**History (Ohio, Ohio 2, Ohio 3, Intro)**
28. Identify the prehistoric and early native inhabitants of Ohio: Paleo-Indians, Mound Builders (Adena, Hopewell, Fort Ancient people), the Historic Indians including the Algonquian tribes (Shawnee, Miami, Delaware, Ottowa, and Wyandot) Seneca or Mingo, and Inquios (who gave us the name “Ohio”).
29. Describe the earliest settlements in Ohio.
30. Explain the reasons people came/still come to Ohio, including: Land, Economic industry (jobs), Religious freedom, Family ties, Freedom from oppression.
31. Describe the life of an early settler in Ohio.
32. Compare the life of an early settler with an Ohio resident today.
33. Explain the reasons for frontier unrest between native Americans and settlers on Ohio.
34. Explain how Ohio progressed from territory to statehood.
35. Explain how resources, transportation, and location influenced the development of industries in Ohio.
36. Explain the significance of the Northwest Ordinance to Ohio’s development.
37. Explain Ohio’s position in the American Civil War (free vs. slave state).
38. Explain what the Underground Railroad was and how and why it operated.
39. Construct time lines showing significant events in Ohio history.
40. Identify people (people 2) who influenced Ohio history, i.e., leaders, inventors, explorers, etc.
41. Become familiar with the United States presidents from Ohio.
42. Distinguish between primary and secondary sources of information about Ohio to answer questions about Ohio history.

**Government**
43. Recognize that there is local, state, and national government.
44. Recognize that the Ohio Constitution explains how the state government is organized and grants rights to citizens.
45. Identify the function of each of the three branches of government in Ohio.
46. Explain that the purpose of government is to serve citizens and make laws that help citizens.
47. Recognize that government must perform certain functions for its citizens.
48. Develop an understanding of elections and how they are used to select leaders and decide issues in Ohio.
49. Become aware of the importance and privilege of voting.
50. Explain the characteristics that are desirable in selecting candidates to serve as leaders.
51. Describe the ways in which citizens can promote the common good and influence their local and state government.
52. Explain the importance of public service.

**Economics**
53. Identify the goods, services produced in Ohio.
54. Explain how the availability of resources in Ohio promotes specialization in the production of goods and services.
55. Explain supply and demand.
56. Explain why many jobs in Ohio depend on markets in other countries.
57. Recognize the necessity to make choices as to which needs will be met and which will be delayed.

**Teacher Materials:**

**Student Materials:**

**Procedure:**

**Evaluation:**
## Grade 5: Social Studies Objectives Archdiocese of Cincinnati

### Peace and Justice
1. Recognize the value of ethnicity and its contribution to cultural life.
2. Recognize, some of the issues that lead to wars, and the need for world peace today.
3. Trace how a global issue from past civilizations is still an issue today, such as human rights.

### Geography (focus on Canada, Central and South America)
4. Use cardinal and intermediate directions and basic terms on maps and globes.
5. Recognize different map projections, but also recognize the globe as the most accurate representation of land and water.
6. Identify different kinds of maps (political, physical, relief, topographic, etc.) and their uses.
7. Locate points on maps using compass, map scale, keys and legends.
8. Identify different cultural regions in the world and their characteristics.
9. Recognize the different sets of countries and their boundaries.
10. Identify on maps and globes places related to the historic events being studied.
11. Identify the countries, capitals, major cities, of Canada, Central and South America.
12. For Canada, Central and South America, locate major mountain ranges, rivers, bodies of water.
13. For Canada, Central and South America, describe general climate and major natural resources.
14. Describe what is different and/or special about Canada, Central and South America.
15. Identify the cultures of the countries of Central and South America, their food, dress, housing, music/art, and customs.
16. Explain how the geography and resources in particular regions influence economic growth, and growth of technology, transportation, and communication.
17. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications.
18. Trace how movement of people and of goods has affected the regions being studied.

### History
19. Identify the first people to occupy the Americas and their distinguishing characteristics: Olmec civilization (Central America), Mayans (Mexico), Aztecs (Mexico), Incas (South America), Anasazi (North American), Tlingit (Canada).
20. Name major European explorers and their discoveries in the western hemisphere.
21. Identify the economic, religious, and social reasons explorers came to the New World.
22. Name the thirteen original American colonies (crossword) and the purpose for which each was founded.
23. Demonstrate knowledge of life in the colonies.
24. Trace the development of religious diversity in the colonies and analyze how the concept of religious freedom/tolerance has evolved in the US.
25. List the causes and effects of the French and Indian War.
26. Name the events and attitudes that led to the colonies declaring their independence.
27. Identify major events of the American Revolutionary War (game) (Valley Forge).
28. List the effects of the American Revolutionary War (places of the American Revolution game).
29. Name historical figures of Revolutionary times and explain their contributions to US history or government.

### Government
31. Recognize the importance of United States symbols.
32. Identify reasons for the creation of governments, such as: Protecting life and property, Providing necessary services that individuals alone can not provide.
33. Explain the basic functioning of a democratic system of government.
34. Describe the defining characteristics of a representative democracy.
35. Define the duties and responsibilities of citizenship (citizenship 2).
36. Name the three branches of government and their functions.

### Economics
37. Identify the economic reasons explorers came to the New World.
38. Describe the relationship of supply and demand of goods and services.
39. Explain how imports and exports contribute to the interdependence of different countries.
40. Recognize that competition for resources can often lead to conflict between nations or groups.
41. Explain that most decisions involve trade-offs and give examples.

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### Teacher Materials:

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### Student Materials:

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### Procedure:

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### Evaluation:

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### Homework:
<table>
<thead>
<tr>
<th>Peace and Justice</th>
<th>Grade 6 Social Studies Archdiocese of Cincinnati Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Affirm essential equality of people</td>
<td></td>
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<tr>
<td>2. Identify areas of discrimination, i.e., sex, age, race, religion</td>
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<tr>
<td>3. Accept and include (not merely tolerate) persons different from self</td>
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<tr>
<td>4. Recognize and appreciate cultural pluralism within society, with an emphasis on the contributions of Christianity</td>
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<tr>
<td>Geography (Africa, Africa 2, Africa 3, Africa 4)</td>
<td>Teacher Materials:</td>
</tr>
<tr>
<td>5. Use coordinates of latitude and longitude to locate points on a world map</td>
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<tr>
<td>6. Construct maps with specific features and symbols</td>
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<tr>
<td>7. Identify and locate on a map: Countries of Africa (match game, coloring book and worksheets), Major landforms, Rivers, Bodies of water, Natural resources</td>
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<tr>
<td>8. Explore the relationship between topography of land and climate to type of food, clothing, housing, recreation, transportation and size of population of a region</td>
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<tr>
<td>9. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications</td>
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<tr>
<td>10. Explain how particular regions and resources in these regions influence the availability of the growth of technology, transportation, and communication</td>
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<tr>
<td>History</td>
<td>Student Materials:</td>
</tr>
<tr>
<td>11. Explain possible reasons why people migrate from place to place</td>
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<tr>
<td>12. Describe the cultural development of humankind from the Paleolithic Era to the evolution of agriculture societies. Hunter gatherer societies, Technology (tool-making, use of fire), Domestication of plants, animals, Culture, Religious beliefs</td>
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<tr>
<td>13. Summarize significance of River Cultures (Nile, Indus, Yellow, and Euphrates)</td>
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<tr>
<td>14. Introduce the Fertile Crescent cultures, Sumerians, Babylonians ( Hammurabi), Assyrians and Phoenicians and their contributions to civilization</td>
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<tr>
<td>15. Describe the culture of ancient Egypt (Egyptian) class structure/governance, beliefs, including polytheism and monotheism, accomplishments</td>
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<tr>
<td>16. Describe the decline of Egypt and rise of other African cultures: Kush, Ghana, Mali, Songhai, , including trade, products, slavery, learning, beginnings and spread of Judaism and Islam</td>
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<tr>
<td>17. Describe the causes and effects of exploration by Europeans on the people of Africa (1400-1750), including: The practices of mercantilism and colonialism leading to imperialism, The impact of European exploration and expansion on the people of sub-Saharan Africa, Asia, Reasons countries such as Portugal, Spain, France, Holland, and England emerged as economic world powers</td>
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<tr>
<td>18. Introduce Greek city-states</td>
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<tr>
<td>19. Compare and contrast the cultures of Athens and Sparta</td>
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<tr>
<td>20. List key contributions of ancient Greece in government, religion (mythology), learning, and the arts</td>
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<tr>
<td>21. Trace the founding of Rome (Romans timeline) to Caesar Augustus. List the key contributions/accomplishments of the Roman Empire</td>
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<td>22. Identify key figures of the period and their contributions or area of influence</td>
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<tr>
<td>23. Give reasons for the decline of the Roman Empire</td>
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<tr>
<td>24. Trace the growth of Christianity during Roman rule</td>
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<tr>
<td>25. Describe the major events and the social characteristics of Medieval Europe (additional resources: Middle Ages, Medieval life), Feudalism, Charlemagne, Crusades, Magna Carta, Black Death/Plague, Renaissance, Reformation</td>
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<tr>
<td>26. Discuss the following: The role of the Roman Catholic Church (Holy Roman Empire) and its monasteries including its effect on education and the arts, The role of the Crusades including how they helped to introduce Muslim ideas and products to Europe, The effect of travel on trade; growth of guilds and a “middle class”, Contributions and roles of key figures</td>
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<tr>
<td>27. The creation and expansion of the Byzantine, Muslim, and Ottoman Empire</td>
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<tr>
<td>28. Describe the Renaissance and Reformation, including: The social and intellectual significance of printing with moveable type, Major achievements in literature, music, painting, sculpture, and architecture in Europe, including the work of Leonardo Da Vinci and Michelangelo, Discontent among Europeans with the late medieval Catholic Church and the Impact of leading Protestant reformers, Martin Luther and John Calvin</td>
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<tr>
<td>29. Describe the defining characteristics of a democracy, republic, monarchy, city-state, and dictatorship</td>
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<tr>
<td>30. Explain how the following factors foster conflict or cooperation among countries: Language, Religion, Types of Government, Economic interest</td>
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<tr>
<td>Government</td>
<td>Homework:</td>
</tr>
<tr>
<td>31. Compare the rights and responsibilities of citizens living under various systems of government including monarchy, direct democracy, and representative democracy</td>
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<tr>
<td>32. Describe the rights found in the Magna Carta and show connections to rights Americans have today</td>
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<tr>
<td>33. Describe the defining characteristics of a democracy, republic, monarchy, city-state, and dictatorship</td>
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<tr>
<td>Economics</td>
<td>Evaluation:</td>
</tr>
<tr>
<td>34. Describe the growth of cities due to the establishment of trade routes in Asia, Africa, and Europe, and the products and inventions that traveled along these routes</td>
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<tr>
<td>35. Explain how the availability of resources and labor affects the production of goods, trade, specialization, and interdependence in different world regions</td>
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<tr>
<td>36. Explain why production and consumption increase when individuals, regions, and countries specialize in goods they produce best</td>
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## Grade 7: Social Studies Archdiocese of Cincinnati Objectives

### Instructional Objectives:

#### Peace and Justice
1. Develop and understand economics as an aspect of Christian living
2. Identify work as a way to continue participation in God’s act of creation
3. Identify the basic rights of labor, management
4. Give examples of how these rights must be exercised in a way that advances the common good.
5. Recognize issues of economic justice involved in the distribution of wealth in the United States and the rest of the world

#### Geography (Europe and Mexico)
6. Locate on a map or globe, modern day Mexico 3, Mexico 4
7. Identify US territories that formerly belonged to Mexico.
8. Identify Mexico’s major cities and physical features
9. Identify on a map modern European places related to historic events being studied
10. Identify physical and cultural regions of Europe; Country and capitals, physical features and rivers
11. Relate the five themes of geography to historic events

#### History (use primary sources, PS 2 wherever possible)
12. Review the causes and effects of the French and Indian War
13. Review the causes and effects of the American Revolutionary War
15. Identify the proceedings that influenced settlement and growth of United States (ex: Louisiana Purchase, cattle trails, Oregon Trail, Gold Rush, GR 2, Gadsden Purchase)
16. Identify the causes and outcomes of the War of 1812, (1812), Texas independence, TI2, and the Mexican - American War, M-AW 2, and the Spanish American War
17. Develop and understand the western movement and pioneer life, PL2
18. Examine the US government’s treatment of Native Americans during the expansion years
19. Identify groups that immigrated to the United States during this period and their contributions to American culture
20. Discuss the impact of social reform, i.e., Abolitionist Movement and the Women’s Rights (WR2) Movement occurring in this time period
21. Demonstrate knowledge of the causes, effects, and major events of the Civil War
22. Demonstrate an understanding of the Reconstruction Period
23. Explain the causes and effects of the Age of Revolution including the Industrial Revolution, (IR 2, IR 3) the French Revolution, with emphasis on: Scientific and technological changes that promoted industrialization, The impact of the growth of population, rural to urban migration, growth of industrial cities, and European immigration, The changing role of labor. Changes in living and working conditions, especially those of women and children, The emergence of a middle class and its impact on leisure, art, music, literature, and other aspects of culture, An understanding of the formation of modern European nations
24. Explore how a region’s history, geography, and economy influences its view of other cultures and events (relate to North and South)

#### Government
25. Describe how federal laws are made in the United States
26. Recognize the country’s development into a republic
27. Explain the major significance of the following documents: Constitution, Bill of Rights, Monroe Doctrine, MD2, Missouri Compromise, Gettysburg Address, Emancipation Proclamation, Civil War Amendments (13, 14, 15)
28. Identify the significance of landmark Supreme Court Rulings from 1803-1877 including: Marbury vs. Madison, Dred Scott Decision, Plessy vs. Ferguson
29. Understand the need for and growth of political parties
30. Define and identify the duties and responsibilities of citizenship
31. Develop an understanding of Ohio’s state and local government (OH2)
32. Define the three branches of government and their functions
33. Identify United States relationships to major countries and how these relationships affect foreign policy
34. Explain the difference between state and federal government

#### Economics
35. Illustrate how trade occurs when individuals, regions, and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase (imports/exports)
36. Analyze the relationship between trade and transportation
37. Introduce the stock market, stock exchanges, shares, shareholders
38. Develop the ability to make wise economic choices as a consumer
39. Demonstrate knowledge of economic systems and the resulting distribution of wealth
40. Investigate and become familiar with career opportunities and areas of employment

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<table>
<thead>
<tr>
<th>Grade 8 Social Studies</th>
<th>Archdiocese of Cincinnati Objectives</th>
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<tbody>
<tr>
<td><strong>Instructional Objectives:</strong></td>
<td></td>
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<tr>
<td><strong>Peace and Justice</strong></td>
<td></td>
</tr>
<tr>
<td>1. Recognize the relationship between Church and State</td>
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<tr>
<td>2. Identify political involvement as part of the Christian vocation</td>
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<tr>
<td>3. Identify ways in which discrimination and slavery continue in the modern world</td>
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<tr>
<td>4. Define genocide and cite modern examples</td>
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<tr>
<td>5. Recognize the moral as well as political implications of war</td>
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<tr>
<td><strong>Geography (modern Asia, Asia 2)</strong></td>
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<tr>
<td>6. Understand physical and cultural regions (CR2) of modern Asia including countries and capitals, and physical features</td>
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<tr>
<td>7. Identify on a map places related to the historic events studied and explain their significance</td>
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<tr>
<td>8. Give examples and explain the importance of cultural pluralism within society with an emphasis on the contributions of Christianity</td>
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<tr>
<td>9. Analyze examples of cultures viewing events from different perspectives</td>
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<tr>
<td>10. Analyze how culture has contributed to cooperation and conflict within and between regions of the world</td>
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<tr>
<td>11. Apply a working knowledge of the five themes of geography (5T2) and geographic skills</td>
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<tr>
<td><strong>History (use primary documents, PD2 wherever possible)</strong></td>
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<tr>
<td>12. Identify people who influenced the growth and development of the United States</td>
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<tr>
<td>13. Demonstrate knowledge of the turn of the century and Industrial era</td>
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<tr>
<td>14. Demonstrate knowledge of the development of Imperialism</td>
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<tr>
<td>15. Identify groups that immigrated to the United States during this period and their contributions to American culture</td>
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<tr>
<td>16. Trace the political and social reforms (child labor) of the progressive era</td>
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<tr>
<td>17. Trace the development of urbanization in America</td>
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<tr>
<td>18. Identify the major causes, events, and effects of World War I, including the provisions of the Treaty of Versailles</td>
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<tr>
<td>19. Identify the causes and the social, political, and economic impact of the Depression</td>
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<tr>
<td>20. Identify the major causes, events, and effects of World War II, both domestic and international, including the Holocaust, H 2, the use of the atomic bomb, and the formation of the United Nations</td>
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<tr>
<td>21. Develop an understanding of the Cold War, including the fall of Communism in Eastern Europe and the dissolution of the Soviet Union</td>
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<tr>
<td>22. Chart American involvement in the Korean War, the Vietnam War, the Persian Gulf War, and 9/11 and “The War on Terrorism”</td>
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<tr>
<td>23. Explain the different methods countries use to resolve conflicts: Diplomacy, Treaties, Military involvement</td>
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<tr>
<td>24. Explain the significance of 20th Century movements including: Peace movement in the ‘60’s, Civil Rights movement, Women’s movement</td>
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<tr>
<td>25. Identify human rights issues in China and the Middle East</td>
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<tr>
<td>26. Develop an awareness of current American events, CE 2</td>
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<tr>
<td>27. Relate current events to past history of US or world nations</td>
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<tr>
<td><strong>Government</strong></td>
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<tr>
<td>28. Demonstrate knowledge of the democratic system of government</td>
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<tr>
<td>29. Describe socialism, communism, and dictatorship as political systems</td>
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<tr>
<td>30. Explain the role of (history of) the third parties in American politics</td>
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<tr>
<td>31. Identify the major significance of the landmark Supreme Court Rulings from 1877-69 including: Brown vs. Board of Education of Topeka, Miranda vs. Arizona, Roe vs. Wade</td>
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<tr>
<td>32. Explain why Constitutional amendments 16-27 were enacted and how they affected individuals and groups</td>
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<tr>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td>33. Describe capitalism, socialism, and communism as economic systems</td>
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<tr>
<td>34. Distinguish between goods and services typically produced by the private sector and the public sector</td>
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<tr>
<td>35. Explain the role of the stock market/investments on the US economy</td>
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<tr>
<td>36. Identify the relationships the United States has with major countries and how these affect foreign and economic policies</td>
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<tr>
<td>37. Select a historical event and examine global and economic implications, i.e., Spanish – American War, Stock Market Crash, New Deal, Marshall Plan, Civil Rights Movement, and Fall of Communism</td>
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</tbody>
</table>

**Teacher Materials:**

**Student Materials:**

**Procedure:**

**Homework:**

**Evaluation:**

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