

**ST. FRANCIS OF ASSISI PARISH SCHOOL
SUBJECT AREA EXPECTATIONS
SOCIAL STUDIES CURRICULUM FOR KINDERGARTEN**

TOPIC	KINDERGARTEN CURRICULUM CONCEPT: LEARNING AND WORKING NOW AND LONG AGO					
	Students in Kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Citizenship	Students understand that being a good citizen involves acting in certain ways.					
	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.					
	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.					
	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.					
Communication	Name the five sense organs and tell what they do					
	Categorize: the sender, message, receiver, medium					
Symbols and Icons	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.					
Careers	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.					
Location and Characteristics	Students compare and contrast the locations of people, places, and environments and describe their characteristics.					
	Determine the relative locations of objects using the term near/far .					
	Determine the relative locations of objects using the term left/right .					
	Determine the relative locations of objects using the term behind/in front .					
	Distinguish between land and water on maps .					
	Distinguish between land and water on globes .					
	Locate general areas referenced in historical legends and stories.					
	Identify traffic symbols.					
	Identify map symbols (e.g., those for land, water, roads, and cities).					
	Construct maps of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.					
	Construct models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.					
	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.					
Temporal Order	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.					
Relationship of History to Events, People, and Places	Students understand that history relates to events, people, and places of other times.					
	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day Memorial Day, Labor Day, Columbus Day, Veterans Day).					
	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.					
	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothes, having fun, forming organizations, living by rules and laws).					

ST. FRANCIS OF ASSISI PARISH SCHOOL
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SOCIAL STUDIES CURRICULUM FOR GRADE ONE

TOPIC		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with mutual respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.					
Citizenship	Students describe the rights and individual responsibilities of citizenship.					
	Understand the rule-making process in a direct democracy (everyone votes on the rules), giving examples of this system in their classroom, school, and community.					
	Understand the rule-making process in a representative democracy (an elected group of people make the rules), giving examples of this system in their classroom, school, and community.					
	Understand the elements of fair play and good sportsmanship.					
	Respect for the rights and opinions of others.					
	Respect for rules by which we live, including the meaning of the "Gold Rule."					
Location and Characteristics	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.					
	Locate on maps and globes their local community/neighborhood .					
	Locate on maps and globes California .					
	Locate on maps and globes the United States .					
	Locate on maps and globes the seven continents .					
	Locate on maps and globes the four oceans .					
	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.					
	Construct a simple map, using cardinal directions and map symbols					
	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.					
Symbols and Icons	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.					
	Recite the Pledge of Allegiance.					
	Sing songs that express American ideals (e.g., "My Country 'Tis of Thee").					
	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.					
	Identify American landmarks , such as the Statue of Liberty, and know the people and events associated with them.					
	Identify American symbols , such as the flag, and bald eagle, and know the people and events associated with them.					
	Identify essential documents , such as the U.S. Constitution and Declaration of Independence, and know the people and events associated with them.					
Life Then and Now	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.					
	Examine the structure of schools and communities in the past.					
	Study transportation methods of earlier days.					
	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.					
Community	Write the name of the local community, city, county, state					

TOPIC	Grade 1	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
A Child's Place in Time and	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.					
Space	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry .					
	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite the forms of diversity in their school and community .					
	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions and the benefits and challenges of a diverse population .					
	Understand the ways in which American Indians have helped define California and American culture.					
	Understand the ways in which immigrants have helped define California and American culture.					
	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore					
Economics	Students understand basic economic concepts and the role of individual choice in a free market economy.					
	Understand the concept of exchange.					
	Understand the use of money to purchase goods and services.					
	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.					

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TOPIC	<p style="text-align: center;">CURRICULUM CONCEPT: PEOPLE WHO MAKE A DIFFERENCE</p> <p style="text-align: center;">Students in grade two explore the lives of actual people who make a difference in the everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex and interdependence in our free-market system.</p>	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Ancestry	Students differentiate between things that happened long ago and things that happened yesterday.					
	Trace the history of a family through use of primary and secondary sources, including artifacts, photographs, interviews, and documents.					
	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.					
	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).					
Map Skills	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.					
	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).					
	Label from memory a simple map of the North American continent, including the countries.					
	Label from memory a simple map of the North American continent, including the oceans.					
	Label from memory a simple map of the North American continent, including the Great Lakes.					
	Label from memory a simple map of the North American continent, including the major rivers.					
	Label from memory a simple map of the North American continent, including the mountain ranges.					
	Identify the essential map elements: title, legend, directional indicator, scale, and date.					
	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.					
	Compare and contrast basic land use in urban, suburban, and rural environments in California.					
Government	Students explain governmental institutions and practices in the United States and other countries.					
	Explain how the United States makes laws.					
	Explain how the United States carries out laws.					
	Explain how the United States determines whether laws have been violated.					
	Explain how the United States punishes wrong doers.					
	Explain how other countries make laws.					
	Explain how other countries carry out laws.					
	Explain how other countries determine whether laws have been violated.					
	Explain how other countries punish wrong doers.					
	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contracts, treaties, diplomacy, and military force.					
Economics	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.					
	Describe food production and consumption long ago and today, including the roles of farmers.					
	Describe food production and consumption long ago and today, including the roles of processors.					
	Describe food production and consumption long ago and today, including the roles of distributors.					
	Describe food production and consumption long ago and today, including the roles of weather.					

SOCIAL STUDIES CURRICULUM FOR GRADE TWO

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Describe food production and consumption long ago and today, including the roles of land and water resources.					
	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.					
	Understand how limits on resources affect production (what to produce).					
	Understand how limits on resources affect consumption (what to consume).					
Individuality	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride.					

<p style="text-align: center;">ST. FRANCIS OF ASSISI PARISH SCHOOL SUBJECT AREA EXPECTATIONS SOCIAL STUDIES CURRICULUM FOR GRADE THREE</p> <p style="text-align: center;">Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.</p>		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
TOPIC	CURRICULUM CONCEPT: CONTINUITY AND CHANGE					
Geography	<p>Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or a coastline).</p> <p>Locate equator on map and globe</p>					
Community	<p>Write the name of the local community, city, county</p> <p>Describe the climate of your community</p> <p>Compare your community with others by population, size, climate, resources</p> <p>Describe parts of a farm</p> <p>Distinguish different types of farms</p> <p>Name buildings associated with farms</p> <p>Find Washington D.C. on map, globe. Tell importance</p>					
American Indians	<p>Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>Describe national identities.</p> <p>Describe religious beliefs.</p> <p>Describe customs.</p> <p>Describe various art/folklore traditions.</p> <p>Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship of federal and state governments.</p> <p>Discuss the interaction of new settlers with the already established Indians of the region.</p>					
Affects of Local, Historical Events	<p>Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>Research the explorers who visited here, including their cultural and religious traditions and contributions.</p> <p>Research the newcomers who settled here, including their cultural and religious traditions and contributions.</p> <p>Research the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>Describe the economies established by the settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>					

SOCIAL STUDIES CURRICULUM FOR GRADE THREE

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Local, historical Government	Compare work, transportation, communication then, now					
	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.					
	Determine the reasons for rules, laws, and the U.S. Constitution.					
	Determine the role of citizenship in promotion of rules and laws.					
	Determine the consequences for people who violate rules and laws.					
	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.					
	Know the histories of important local and national landmarks that create a sense of community among citizens and exemplify cherished ideals (e.g., the Statue of Liberty, and the U.S. Capitol).					
	Know the histories of important symbols that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, and the bald eagle).					
	Know the histories of essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. Constitution, and the Declaration of Independence).					
	Understand the three branches of government , with an emphasis on local government.					
	Describe the ways in which California contributes to the making of our nation and participates in the federal system of government.					
	Describe the ways in which the other states contribute to the making of our nation and participate in the federal system of government.					
	Describe the ways in which sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.					
	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.).					
Economy	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.					
	Describe the ways in which local producers have used and are using natural resources to produce goods and services in the past and present.					
	Describe the ways in which local producers have used and are using human resources to produce goods and services in the past and present.					
	Describe the ways in which local producers have used and are using capital resources to produce goods and services in the past and present.					
	Understand that some goods are made locally .					
	Understand that some goods are made elsewhere in the United States .					
	Understand that some goods are made abroad .					
	Understand that individual economic choices involve trade-offs .					
	Understand that individual economic choices involve the evaluation of benefits and costs .					
	Discuss the relationship of students' "work" in school and their personal human capital.					
Family/Friends	Name people who move things and people around					
	Tell how classmates help each other learn together					
Groups	Name groups who gather for special reasons					

ST. FRANCIS OF ASSISI PARISH SCHOOL SUBJECT AREA EXPECTATIONS SOCIAL STUDIES CURRICULUM FOR GRADE FOUR		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.					
TOPIC	CURRICULUM CONCEPT: CALIFORNIA: A CHANGING STATE					
Geography	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.					
	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.					
	Distinguish between the North and South Poles , using coordinates to plot locations.					
	Distinguish between the equator and the prime meridian , using coordinates to plot locations.					
	Distinguish between the tropics , using coordinates to plot locations.					
	Distinguish between the hemispheres , using coordinates to plot locations.					
	Identify the state capital.					
	Describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.					
	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.					
	Use maps, charts, and pictures to describe how communities in California vary in land use .					
	Use maps, charts, and pictures to describe how communities in California vary in vegetation .					
	Use maps, charts, and pictures to describe how communities in California vary in wildlife .					
	Use maps, charts, and pictures to describe how communities in California vary in climate .					
	Use maps, charts, and pictures to describe how communities in California vary in population density .					
	Use maps, charts, and pictures to describe how communities in California vary in architecture .					
	Use maps, charts, and pictures to describe how communities in California vary in services .					
	Use maps, charts, and pictures to describe how communities in California vary in transportation .					
California from pre-Columbian to Mission period	Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.					
	Discuss the major nations of California Indians, including their geographic distribution .					
	Discuss the major nations of California Indians, including their economic activities .					
	Discuss the major nations of California Indians, including their legends .					
	Discuss the major nations of California Indians, including their religious beliefs .					
	Describe how the California Indians depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.					
	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.					
	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).					
	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions.					

SOCIAL STUDIES CURRICULUM FOR GRADE FOUR

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.					
	Describe the daily lives of the people, native and nonnative, who occupied the presidios .					
	Describe the daily lives of the people, native and nonnative, who occupied the missions .					
	Describe the daily lives of the people, native and nonnative, who occupied the ranchos .					
	Describe the daily lives of the people, native and nonnative, who occupied the pueblos .					
	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.					
	Describe the effects of the Mexican War for Independence on Alta, California, including its effects on the territorial boundaries of North America.					
	Discuss the period of Mexican rule in California and its attributes, including land grants .					
	Discuss the period of Mexican rule in California and its attributes, including secularization of the missions .					
	Discuss the period of Mexican rule in California and its attributes, including the rise of the rancho economy .					
California from Republic to Statehood	Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.					
	Identify the locations of Mexican settlements in California.					
	Identify the locations of other settlements, including Fort Ross and Sutter's Fort.					
	Compare how and why peopled traveled to California (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).					
	Compare the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).					
	Analyze the effects of the Gold Rush on settlements (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).					
	Analyze the effects of the Gold Rush on daily life (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).					
	Analyze the effects of the Gold Rush on politics (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).					
	Analyze the effects of the Gold Rush on physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).					
	Study the lives of women who helped build early California (e.g., Biddy Mason).					
	Discuss how California became a state.					
	Discuss how California's new government differed from those during the Spanish and Mexican periods.					
Agricultural, Industrial, Political, Cultural	Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.					
	Understand the story and lasting influence of the Pony Express .					
	Understand the story and lasting influence of the Overland Mail Service .					
	Understand the story and lasting influence of the Western Union .					
	Understand the story and lasting influence of the building of the transcontinental railroad , including the contributions of Chinese workers to its construction.					
	Explain how the Gold Rush transformed the economy of California, including the types of product produced and consumed .					
	Explain how the Gold Rush transformed the economy of California, including changes in towns (e.g., Sacramento, San Francisco).					
	Explain how the Gold Rush transformed the economy of California, including economic conflicts between diverse groups of people.					
	Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came.					

	Discuss immigration and migration to California between 1850 and 1900, including the countries of origin and their relative locations.					
	SOCIAL STUDIES CURRICULUM FOR GRADE FOUR	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Discuss immigration and migration to California between 1850 and 1900, including the conflicts and accords among the diverse groups (e.g., the 1882 Chinese exclusion Act).					
	Describe rapid American immigration.					
	Describe internal migration.					
	Describe settlement and the growth of towns and cities (e.g., Los Angeles).					
	Discuss the effects of the Great Depression on California.					
	Discuss the effects of the Dust Bowl on California.					
	Discuss the effects of the World War II on California.					
	Describe the development and locations of new industries since the turn of the century, such as the aerospace industry.					
	Describe the development and locations of new industries since the turn of the century, such as the electronics industry.					
	Describe the development and locations of new industries since the turn of the century, such as the large-scale commercial agricultural and irrigation projects .					
	Describe the development and locations of new industries since the turn of the century, such as the oil and automobile industries.					
	Describe the development and locations of new industries since the turn of the century, such as the communications and defense industries.					
	Describe the development and locations of new industries since the turn of the century, such as the important trade links with the Pacific Basin .					
	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.					
	Describe the history and development of California's public education system , including universities and community colleges.					
	Analyze the impact of twentieth century Californians on the nation's artistic and cultural development , including the rise of the entertainment industry (e.g., Louis B Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).					
Government	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.					
	Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).					
	Understand the purpose of the California Constitution.					
	Understand the key principles of the California Constitution.					
	Understand the relationship of the California Constitution with the U.S. Constitution.					
	Describe the similarities (e.g., written documents, rules of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.					
	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.					
	Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).					

**ST. FRANCIS OF ASSISI PARISH SCHOOL
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ST. FRANCIS OF ASSISI PARISH SCHOOL SUBJECT AREA EXPECTATIONS SOCIAL STUDIES CURRICULUM FOR GRADE FIVE						
	Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when, and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
TOPIC	CURRICULUM CONCEPT: U.S. HISTORY AND GEOGRAPHY: MAKING A NEW NATION					
Pre-Columbian Settlements	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.					
	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages.					
	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including the distinct structures that they built.					
	Describe how various nations obtained food.					
	Describe how various nations obtained clothing.					
	Describe how various nations obtained tools.					
	Describe how various nations obtained utensils.					
	Describe their varied customs and folklore traditions.					
	Describe their varied economies and systems of government.					
Exploration	Students trace the routes of early explorers and describe the early explorations of the Americas.					
	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado)					
	Describe the technological developments that made sea explorations by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).					
	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions.					
	Explain the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).					
	Trace the routes of the major land explorers of the United States.					
	Trace the distances traveled by explorers.					
	Trace the Atlantic trade routes that linked Africa, the West Indies, the British Colonies, and Europe.					
	Locate on maps of North and South America land claimed by Spain.					
	Locate on maps of North and South America land claimed by France.					
	Locate on maps of North and South America land claimed by England.					
	Locate on maps of North and South America land claimed by Portugal.					
	Locate on maps of North and South America land claimed by the Netherlands.					
	Locate on maps of North and South America land claimed by Sweden.					
	Locate on maps of North and South America land claimed by Russia.					

	SOCIAL STUDIES CURRICULUM FOR GRADE FIVE	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Indians	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and new settlers.					
	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.					
	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).					
	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).					
	Discuss the role of broken treaties.					
	Discuss the role of massacres.					
	Discuss the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).					
	Describe the internecine Indian conflicts, including the competing claims for the control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).					
	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).					
Colonial Era	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.					
	Understand the influence of location and physical setting on the founding of the original 13 colonies.					
	Identify on a map the locations of the colonies.					
	Identify on a map the locations of the American Indian nations already inhabiting these areas.					
	Identify the major individuals and groups responsible for the founding of various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).					
	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).					
	Identify the significance of the First Great Awakening, which marked a shift in religious ideas, practices.					
	Identify the significance of the First Great Awakening, which marked a shift in allegiances in the colonial period.					
	Identify the significance of the First Great Awakening, which marked a shift in the growth of religious toleration.					
	Identify the significance of the First Great Awakening, which marked a shift in the free exercise of religion.					
	Identify the leaders of the First Great Awakening.					
	Understand how the British Colonial period created the basis for the development of political self-government.					
	Understand how the British Colonial period created the basis for the development of a free market system.					
	Understand the difference between the British, Spanish, and French colonial systems.					
	Describe the introduction of slavery into America.					
	Describe the responses of slave families to their condition.					
	Describe the ongoing struggle between proponents and opponents of slavery.					
	Describe the gradual institutionalization of slavery in the South.					
	Explain the early Democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.					

	SOCIAL STUDIES CURRICULUM FOR GRADE FIVE	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Revolution Causes	Students explain the causes of the American Revolution.					
	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).					
	Know the significance of the first Continental Congress.					
	Know the significance of the second Continental Congress.					
	Know the significance of the Committees of Correspondence.					
	Understand the people and events associated with the drafting and signing of the Declaration of Independence.					
	Understand the Declaration of Independence's significance, including the key political concepts it embodies.					
	Understand the Declaration of Independence's significance, including the origins of the key political concepts it embodies.					
	Understand the Declaration of Independence's significance, including its role in severing ties with Great Britain.					
	Describe the views of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).					
	Describe the lives of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).					
	Describe the impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).					
	Identify and map the major military battles.					
	Identify the major military campaigns.					
	Identify the major turning points of the Revolutionary War.					
	Identify the roles of the American and British leaders.					
	Identify the Indian leaders' alliances on both sides.					
	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben).					
	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatly, Mercy Otis Warren).					
	Understand the personal impact and economic hardship of the war on families.					
	Understand the problems of financing the war.					
	Understand wartime inflation.					
	Understand laws against hoarding goods and materials and profiteering.					
	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution.					
	Explain how state constitutions that were established after 1776 helped serve as models for the U.S. Constitution.					
	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.					
	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.					
U.S. Constitution	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.					

SOCIAL STUDIES CURRICULUM FOR GRADE FIVE		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	List the shortcomings of the Articles of Confederation as set forth by their critics.					
	Explain the significance of the new Constitution of 1787, including the struggles over its ratification.					
	Explain the significance of the new Constitution of 1787, including the reasons for the addition of the Bill of Rights.					
	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.					
	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government.					
	Compare the powers granted to citizens, Congress, the President, and the Supreme Court with those reserved to the states.					
	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation.					
	Discuss the meaning of the American creed that calls on citizens to respect the rule of law.					
	Discuss the meaning of the American creed that calls on citizens to preserve the Constitution.					
	Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").					
American People, 1789-mid-1800s	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.					
	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboat					
	Name the states and territories that existed in 1850.					
	Identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).					
	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).					
	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).					
	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.					
	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence.					
	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Mexican-American War.					
	Students know the location of the current 50 states and the names of their capitals.					

ST. FRANCIS OF ASSISI PARISH SCHOOL
SUBJECT AREA EXPECTATIONS
SOCIAL STUDIES CURRICULUM FOR GRADE SIX

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

TOPIC	CURRICULUM CONCEPT: WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Paleolithic era-agricultural revolution	Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.					
	Describe the hunter-gatherer societies, including the development of tools and the use of fire.					
	Identify the locations of human communities that populated the major regions of the world.					
	Describe how humans adapted to a variety of environments.					
	Discuss the climatic changes of the physical environment that gave rise to the domestication of plants and animals.					
	Discuss the climatic changes of the physical environment that gave rise to the new sources of clothing and shelter.					
	Discuss the human modifications of the physical environment that gave rise to the domestication of plants and animals.					
	Discuss the human modifications of the physical environment that gave rise to the new sources of clothing and shelter.					
Mesopotamia, Egypt, and Kush	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.					
	Locate the major river systems.					
	Describe the major river systems.					
	Discuss the physical settings that supported permanent settlement and early civilizations.					
	Trace the development of agricultural technique that permitted the production of economic surplus.					
	Trace the emergence of cities as centers of culture and power.					
	Understand the relationship between religion and the social and political order in Mesopotamia.					
	Understand the relationship between religion and the social and political order in Egypt.					
	Know the significance of Hammurabi's Code.					
	Discuss the main features of Egyptian art and architecture.					
	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.					
	Understand the significance of Queen Hatshepsut.					
	Understand the significance of Ramses the Great.					
	Identify the location of the Kush civilization.					
	Describe Kush's political relations with Egypt.					
	Describe Kush's commercial relations with Egypt.					
	Describe Kush's cultural relations with Egypt.					
	Trace the evolution of language and its written forms.					
Ancient Hebrews	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews					

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SIX	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Describe the origins of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.					
	Describe the significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.					
	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God.					
	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): observance of law.					
	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): practice of the concepts of righteousness and justice.					
	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): the importance of study.					
	Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.					
	Explain the significance of Abraham in the development of the Jewish religion.					
	Explain the significance of Moses in the development of the Jewish religion.					
	Explain the significance of Naomi in the development of the Jewish religion.					
	Explain the significance of Ruth in the development of the Jewish religion.					
	Explain the significance of David in the development of the Jewish religion.					
	Explain the significance of Yohanan ben Zaccai in the development of the Jewish religion.					
	Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt.					
	Outline the significance of the Exodus to the Jewish and other people.					
	Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.					
Ancient Greece	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of ancient Greece.					
	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.					
	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>).					
	State the key differences between Athenian, or direct, democracy and representative democracy.					
	Explain the significance of Greek mythology to the everyday life of people in the region.					
	Explain how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> .					
	Outline the founding of the Persian Empire.					
	Outline the expansion of the Persian Empire.					
	Outline the political organization of the Persian Empire.					
	Compare life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.					
	Contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.					
	Trace the rise of Alexander the Great.					

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SIX	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Trace the spread of Greek culture eastward and into Egypt.					
	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).					
India	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.					
	Locate the major river systems.					
	Describe the major river systems.					
	Discuss the physical setting that supported the rise of this civilization.					
	Discuss the significance of the Aryan invasions.					
	Explain the major beliefs and practices of Brahmanism in India and how they involved into early Hinduism.					
	Outline the social structure of the caste system.					
	Know the life and moral teachings of Buddha.					
	Know how Buddhism spread in India.					
	Know how Buddhism spread in Ceylon.					
	Know how Buddhism spread in Central Asia.					
	Describe the growth of the Maurya Empire.					
	Describe the political and moral achievements of the emperor Asoka.					
	Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).					
China	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.					
	Locate the origins of Chinese civilizations in the Huang-He Valley during the Shang Dynasty.					
	Describe the origins of Chinese civilizations in the Huang-He Valley during the Shang Dynasty.					
	Explain the geographic features of China that made governance and the spread of ideas and goods difficult.					
	Explain the geographic features of China that served to isolate the country from the rest of the world.					
	Know about the life of Confucius.					
	Know about the fundamental teachings of Confucianism.					
	Know about the fundamental teachings of Taoism.					
	Identify the political problems prevalent in the time of Confucius and how he sought to solve them.					
	Identify the cultural problems prevalent in the time of Confucius and how he sought to solve them.					
	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.					
	Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state.					
	Detail the political contributions of the Han Dynasty to the expansion of the empire.					
	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and their location.					
	Cite the significance of the trans-Eurasian “silk roads” in the period of the Roman Empire and their location.					
	Describe the diffusion of Buddhism northward to China during the Han Dynasty.					
Rome	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.					
	Identify the location of the Roman Republic.					
	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas					
	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Romulus and Remus.					
	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Cincinnatus.					

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SIX	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Julius Caesar.					
	Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Cicero.					
	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).					
	Identify the location of and the political reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.					
	Identify the location of and the geographical reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.					
	Discuss the influence of Julius Caesar in Rome's transition from Republic to empire.					
	Discuss the influence of Augustus in Rome's transition from Republic to empire.					
	Trace the migration of Jews around the Mediterranean region.					
	Trace the effects of the Jew's conflict with the Romans, including Romans' restrictions on their right to live in Jerusalem.					
	Note the origins of Christianity in the Jewish Messianic prophecies.					
	Note the life and teachings of Jesus of Nazareth as described in the New Testament.					
	Note the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the trinity, resurrection, salvation).					
	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.					
	Discuss the legacies of Roman art and architecture.					
	Discuss the legacies of Roman technology and science.					
	Discuss the legacies of Roman literature.					
	Discuss the legacies of Roman language.					
	Discuss the legacies of Roman law.					
Geography	Explain and experience use of compass					

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SUBJECT AREA EXPECTATIONS
SOCIAL STUDIES CURRICULUM FOR GRADE SEVEN

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, the students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

TOPIC	CURRICULUM CONCEPT: WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Roman Empire	Students analyze the cause and effects of the vast expansion and ultimate disintegration of the Roman Empire					
	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity).					
	Study Rome's ultimate internal weakness (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).					
	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.					
	Describe the establishment by Constantine of the new capital in Constantinople.					
	Describe the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic.					
	Describe the Eastern Orthodox and Roman Catholic's two distinct views on church-state relations.					
Islam in the Middle Ages	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.					
	Identify the physical features of the Arabian peninsula.					
	Describe the climate of the Arabian peninsula.					
	Describe its relationship to surrounding bodies of land and water.					
	Describe its nomadic and sedentary ways of life.					
	Trace the origins of Islam.					
	Trace the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.					
	Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practices, and law.					
	Explain their influence in Muslims' daily life.					
	Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.					
	Describe the growth of cities and the establishment of trade routes among Asia.					
	Describe the growth of cities and the establishment of trade routes among Africa.					
	Describe the growth of cities and the establishment of trade routes among Europe.					
	Describe the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops).					
	Describe the role of merchants in Arab society.					
	Understand the intellectual exchanges among Muslim Scholars of Eurasia and Africa.					
	Understand the contributions Muslim scholars made to later civilizations in the area of science.					

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SEVEN	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Understand the contributions Muslim scholars made to later civilizations in the area of geography.					
	Understand the contributions Muslim scholars made to later civilizations in the area of mathematics.					
	Understand the contributions Muslim scholars made to later civilizations in the area of philosophy.					
	Understand the contributions Muslim scholars made to later civilizations in the area of medicine.					
	Understand the contributions Muslim scholars made to later civilizations in the area of art.					
	Understand the contributions Muslim scholars made to later civilizations in the area of literature.					
China in the Middle Ages	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.					
	Describe the reunification of China under the Tang Dynasty.					
	Describe the reasons for the spread of Buddhism in Tang China.					
	Describe the reasons for the spread of Buddhism in Korea.					
	Describe the reasons for the spread of Buddhism in Japan.					
	Describe agricultural developments during the Tang and Sung period.					
	Describe technological developments during the Tang and Sung period.					
	Describe commercial developments during the Tang and Sung period.					
	Analyze the influences of Confucianism during the Sung and Mongol periods.					
	Analyze the changes in Confucian thought during the Sung and Mongol periods.					
	Understand the importance of overland trade between China and other civilizations in the Mongol Ascendency and Ming Dynasty.					
	Understand the importance of maritime expeditions between China and other civilizations in the Mongol Ascendency and Ming Dynasty.					
	Trace the historic influence of such discoveries as tea.					
	Trace the historic influence of such discoveries as the manufacture of paper.					
	Trace the historic influence of such discoveries as wood-block printing.					
	Trace the historic influence of such discoveries as the compass.					
	Trace the historic influence of such discoveries as gunpowder.					
	Describe the development of the imperial state.					
	Describe the development of the scholar-official class.					
Medieval Africa	Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.					
	Study the Niger River.					
	Study the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food and slaves.					
	Study the growth of the Ghana empire.					
	Study the growth of the Mali empire.					
	Analyze the importance of family in the development of states and cities in West Africa.					
	Analyze the importance of labor specialization in the development of states and cities in West Africa.					
	Analyze the importance of regional commerce in the development of states and cities in West Africa.					
	Describe the role of the trans-Saharan caravan trade in the changing religious characteristics of West Africa.					
	Describe the role of the trans-Saharan caravan trade in the changing cultural characteristics of West Africa.					
	Describe the influence of Islamic beliefs on West Africa.					
	Describe the influence of Islamic ethics on West Africa.					

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SEVEN					2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Describe the oral traditions in the Incan civilization.									
	Describe the architecture in the Incan civilization.									
	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar.									
	Describe the Meso-American achievements in astronomy and mathematics, including the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.									
Renaissance	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.									
	Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).									
	Explain the importance of Florence in the early stages of the Renaissance.									
	Explain the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.									
	Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.									
	Describe the growth of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).									
	Describe the effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).									
	Detail advances made in literature (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in the arts (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in science (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in mathematics (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in cartography (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in engineering (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in the understanding of human anatomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
	Detail advances made in astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).									
Reformation	Students analyze the historical developments of the Reformation.									
	List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).									
	Describe the theological ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).									
	Describe the political ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).									
	Describe the economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).									

TOPIC	SOCIAL STUDIES CURRICULUM FOR GRADE SEVEN					2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Explain Protestants' new practices of church self-government.									
	Explain the influence of those practices on the development of democratic practices.									
	Explain the influence of those practices on the ideas of federalism.									
	Identify and locate the European regions that remained Catholic.									
	Identify and locate the European regions that became Protestant.									
	Explain how the division affected the distribution of religions in the New World.									
	Analyze how the Counter-Reformation revitalized the Catholic church (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).									
	Analyze how the Counter-Reformation revitalized the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).									
	Understand the institution and impact of missionaries on Christianity.									
	Understand the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.									
	Locate missions on a world map.									
	Describe the Golden Age of cooperation between the Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).									
Scientific Revolution	Students analyze the historical developments of the Scientific Revolution and its lasting effects on religious, political, and cultural institutions.									
	Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).									
	Understand the significance of the new scientific theories (e.g. those of Copernicus, Galileo, Kepler, Newton).									
	Understand the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).									
	Understand the scientific method advanced by Bacon and Descartes.									
	Understand the influence of new scientific rationalism on the growth of democratic ideas.									
	Understand the coexistence of science with traditional religious beliefs.									
Age of Exploration, Reason, the Enlightenment	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).									
	Know the great voyages of discovery in the development of a new European worldview.									
	Know the location of routes in the development of a new European worldview.									
	Know the influence of cartography in the development of a new European worldview.									
	Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries.									
	Discuss the major economic and social effects on each continent.									
	Examine the origins of modern capitalism.									
	Examine the influence of mercantilism and cottage industry.									
	Examine the elements and importance of a market economy in seventeenth century Europe.									
	Examine the changing international trading and marketing patterns, including their locations on a world map.									
	Examine the influence of explorers and map makers.									
	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance.									
	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Reformation.									
	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Scientific Revolution.									

	Explain how the main ideas of the Enlightenment can be traced back to the Greeks.					
	Explain how the main ideas of the Enlightenment can be traced back to the Romans.					
	Explain how the main ideas of the Enlightenment can be traced back to Christianity.					
	Describe how democratic thought was influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).					
	Describe how institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).					
	Discuss how the principles in the Magna Carta were embodied in the English Bill of Rights.					
	Discuss how the principles in the Magna Carta were embodied in the American Declaration of Independence.					
	Name explorers who discovered North, South America					
Geography	Set up Ranking from graphs and tables					

ST. FRANCIS OF ASSISI PARISH SCHOOL SUBJECT AREA EXPECTATIONS SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT						
	<p>Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with and emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.</p>	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TOPIC	CURRICULUM CONCEPT: U.S. HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT					
Development of Democracy	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy					
	Describe the relationship between the moral and political ideas of the Great Awakening.					
	Describe the development of revolutionary fervor.					
	Analyze the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).					
	Analyze how the American Revolution affected other nations, especially France.					
	Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.					
U.S. Constitution	Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of federal government.					
	Discuss the significance of the Magna Carta.					
	Discuss the significance of the English Bill of Rights.					
	Discuss the significance Mayflower Compact.					
	Analyze the Articles of Confederation and its success in implementing the ideals of the Declaration of Independence					
	Analyze the Constitution and its success in implementing the ideals of the Declaration of Independence.					
	Evaluate the major debates that occurred during the development of the Constitution					
	Evaluate the debates ultimate resolutions in such areas as shared power among institutions.					
	Evaluate the debates ultimate resolutions in such areas as divided state-federal power.					
	Evaluate the debates ultimate resolutions in such areas as slavery.					
	Evaluate the debates ultimate resolutions in such areas as the rights of individuals and states (later addressed by the addition of the Bill of Rights).					
	Evaluate the debates ultimate resolutions in such areas as the status of American Indian nations under the commerce clause.					
	Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay).					
	Describe the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.					

SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment.					
	Understand the origins of the founding fathers on the issue of the separation of church and state.					
	Understand the purpose of the founding fathers on the issue of the separation of church and state.					
	Understand the differing views of the founding fathers on the issue of the separation of church and state.					
	Enumerate the powers of government set forth in the Constitution.					
	Enumerate the fundamental liberties ensured by the Bill of Rights.					
	Describe the principles of federalism.					
	Describe the principles of dual sovereignty.					
	Describe the principles of separation of powers.					
	Describe the principles of checks and balances.					
	Describe the principles of the nature and purpose of majority rule.					
	Describe the principles of the ways in which the American idea of constitutionalism preserves individual rights.					
Political System	Students understand the foundation of the American political system and the ways in which citizens participate in it.					
	Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.					
	Explain how the ordinances of 1785 and 1787 privatized national resources.					
	Explain how the ordinances of 1785 and 1787 transferred federally owned lands into private holdings, townships, and states.					
	Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce.					
	Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on common coinage.					
	Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on full-faith and credit.					
	Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).					
	Know the significance of domestic resistance movements (e.g., Shay’s Rebellion, the Whiskey Rebellion).					
	Know the significance of the ways in which the central government responded to such movements (e.g., Shay’s Rebellion, the Whiskey Rebellion).					
	Describe the basic law-making process.					
	Describe how the Constitution provides numerous opportunities for citizens to participate in the political process, and to monitor and influence government (e.g., functions of elections, political parties, interest groups).					
	Understand the functions of a free press.					
	Understand the responsibilities of a free press.					
People of the New Nation	Students analyze the aspirations and ideals of the people of the new nation.					
	Describe the country’s physical landscapes during the terms of the first four presidents.					

SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Describe the country's political divisions during the terms of the first four presidents.					
	Describe the country's territorial expansion during the terms of the first four presidents.					
	Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adam's Fourth of July 1821 Address).					
	Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).					
	Discuss daily life, including art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).					
Foreign Policy	Students analyze U.S. foreign policy in the early Republic.					
	Understand the political causes and consequences of the War of 1812.					
	Understand the economic causes and consequences of the War of 1812.					
	Know the major battles, leaders, and events of the War of 1812 that led to final peace.					
	Know the changing boundaries of the United States.					
	Describe the relationship the U.S. had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine.					
	Describe how those relationships influenced westward expansion.					
	Describe how those relationships influenced the Mexican-American War.					
	Outline the major treaties with American Indian nations during the administrations of the first four presidents.					
	Outline the varying outcomes of those treaties.					
The Northeast from 1800-1850	Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.					
	Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape (e.g., growth of cities, deforestation, farming, mineral extraction).					
	Discuss the influence of industrialization and technological developments on the region, including how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).					
	Outline the physical obstacles involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).					
	Outline the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).					
	List the reasons for the wave of immigration from Northern Europe to the United States. (e.g., Irish immigrants and the Great Irish Famine).					
	Describe the growth in number, size, and spatial arrangements of cities.					
	Study the lives of black Americans who gained freedom in the North.					
	Study the lives of black Americans who founded schools and churches to advance their rights and communities.					
SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Trace the development of the American education system from its earliest roots, including the roles of religious and private schools.					

	Trace the development of the American education system from its earliest roots, including Horace Mann’s campaign for free public education and its assimilating role in American culture.					
	Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).					
	Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).					
The South 1880-1850	Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.					
	Describe the development of the agrarian economy in the South.					
	Identify the locations of the cotton-producing states.					
	Discuss the significance of cotton and the cotton gin.					
	Trace the origins and development of slavery and its effect on black Americans.					
	Trace the effects of slavery on the region’s political development.					
	Trace the effects of slavery on the region’s social development.					
	Trace the effects of slavery on the region’s religious development.					
	Trace the effects of slavery on the region’s economic development.					
	Trace the effects of slavery on the region’s cultural development.					
	Identify the strategies that were tried to both overturn and preserve slavery (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).					
	Examine the characteristics of white Southern society.					
	Examine how the physical environment influenced events and conditions prior to the Civil War.					
	Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.					
The West from 1800 to the mid-1800s	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced					
	Discuss the election of Andrew Jackson as president in 1828.					
	Discuss the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).					
	Discuss the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains)					
	Discuss the purpose, challenges, and economic incentives associated with westward expansion, including the territorial acquisition that spanned numerous decades.					
	Describe the role of the pioneer women.					
	Describe the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).					
	Examine the importance of the great rivers.					
	Examine the struggles over water rights.					
	Discuss Mexican settlements and their locations.					
	Discuss Mexican settlements and their cultural traditions.					
	Discuss Mexican settlements and their attitudes towards slavery.					

SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Discuss Mexican settlements and their land-grant system.					
	Discuss Mexican settlements and their economies.					
	Describe the Texas War for Independence and the Mexican-American War, including territorial settlements.					
	Describe the Texas War for Independence and the Mexican-American War, including the aftermath of wars.					
	Describe the Texas War for Independence and the Mexican-American War, including the effects the wars had on the lives of Americans, including Mexican Americans today.					
	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.					
	Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).					
	Discuss the abolition of slavery in early state constitutions.					
	Describe the significance of the Northwest Ordinance in education.					
	Describe the significance of the Northwest Ordinance in the banning of slavery in new states north of the Ohio Rive					
	Discuss the importance of the slavery issue as raised by the annexation of Texas.					
	Discuss the importance of the slavery issue as raised by California’s admission to the union as a free state under the Compromise of 1850.					
	Analyze the significance of the States’ Rights Doctrine.					
	Analyze the significance of the Missouri Compromise (1820).					
	Analyze the significance of the Wilmot Proviso (1846).					
	Analyze the significance of the Compromise of 1850.					
	Analyze the significance of Henry Clay’s role in the Missouri Compromise and the Compromise of 1850.					
	Analyze the significance of the Kansa-Nebraska Act (1854).					
	Analyze the significance of the <i>Dred Scott v. Sanford</i> decision (1857).					
	Analyze the significance of the Lincoln-Douglas debates (1858).					
	Describe the lives of free blacks.					
	Describe the laws that limited free blacks their freedom and economic opportunities.					
Civil War	Students analyze the multiple causes, key events, and complex consequences of the Civil War.					
	Compare the conflicting interpretations of state and federal authority as emphasized in speeches and writing of statesmen such as Daniel Webster and John C. Calhoun.					
	Trace the boundaries constituting the North and the South.					
	Trace the geographical differences between the two regions.					
	Trace the differences between agrarians and industrialists.					
	Identify the constitutional issues posed by the doctrine of nullification and secession.					
	Identify the earliest origins of that doctrine.					
	Discuss Abraham Lincoln’s presidency.					
	Discuss Abraham Lincoln’s significant writings and speeches and their relationship to the declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).					
	Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee)					

SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Study the views and lives of soldiers on both sides of the war, including those of black soldiers and regiments.					
	Describe critical developments and events in the war, including the major battles.					
	Describe critical developments and events in the war, including geographical advantages and obstacles.					
	Describe critical developments and events in the war, including technological advantages.					
	Describe critical developments and events in the war, including General Lee's surrender at Appomattox.					
	Explain how the war affected combatants.					
	Explain how the war affected civilians.					
	Explain how the war affected the physical environment.					
	Explain how the war affected future warfare.					
Reconstruction	Students analyze the character and lasting consequences of Reconstruction.					
	List the original aims of Reconstruction.					
	Describe its effects on the political structures of different regions.					
	Describe its effects on the social structures of different regions.					
	Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West.					
	Identify their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).					
	Understand the effects of the Freedmen's Bureau.					
	Understand the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.					
	Trace the rise of the Ku Klux Klan.					
	Describe the Klan's effects.					
	Understand the Thirteenth Amendment to the Constitution and analyze its connection to Reconstruction.					
	Understand the Fourteenth Amendment to the Constitution and analyze its connection to Reconstruction.					
	Understand the Fifteenth Amendment to the Constitution and analyze its connection to Reconstruction.					
Industrial Revolution	Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.					
	Trace patterns of agriculture and industrial development as they relate to climate.					
	Trace patterns of agriculture and industrial development as they relate to use of natural resources.					
	Trace patterns of agriculture and industrial development as they relate to markets.					
	Trace patterns of agriculture and industrial development as they relate to trade.					
	Locate such development on a map.					
	Identify the reasons for the development of federal Indian policy.					
	Identify the reasons for the wars with American Indians.					
	Identify the American Indian's relationship to agricultural development and industrialization.					
	Explain how states and the federal government encouraged business expansion through tariffs.					
	Explain how states and the federal government encouraged business expansion through banking.					
	Explain how states and the federal government encouraged business expansion through land grants.					
	Explain how states and the federal government encouraged business expansion through subsidies.					
	Discuss entrepreneurs, industrialists, and bankers in politics (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).					
	Examine the location and effects of urbanization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).					
	Discuss child labor toward big business.					

SOCIAL STUDIES CURRICULUM FOR GRADE EIGHT

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Discuss working conditions toward big business.					
Discuss laissez-faire policies toward big business.					
Examine the labor movement, including its leaders (e.g., Samuel Gompers).					
Examine the labor movement, including its demand for collective bargaining.					
Examine the labor movement, including its strikes and protests over labor conditions.					
Identify the new sources of large-scale immigration.					
Identify the contributions of immigrants to the building of new cities and the economy.					
Explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity.					
Discuss the new wave of nativism.					
Identify the characteristics of Grangerism.					
Identify the characteristics of Populism.					
Identify the impact of Grangerism.					
Identify the impact of Populism.					
Name the significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).					
Identify how the inventions improved the quality of life.					