

DIOCESE OF OAKLAND

HISTORY/SOCIAL SCIENCE

CURRICULUM GUIDELINES GRADES K-8

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Introduction to the History/Social Science Guidelines and Standards

"In 1992 the previous version of the history/social science curriculum guidelines for the Diocese of Oakland was completed and approved, based on the California State Framework in the area of history and social science. While the content of the framework has changed very little since then, the focus in curriculum development has been to develop learning outcomes and standards for each grade level, in keeping with the norms emphasized by other curriculum guidelines and national standards developed by National Council for the Social Studies (NCSS). Underlying the change in focus is the belief that these outcomes (standards) are an important cornerstone to measure student learning at each grade level. By combining the content with expected learning outcomes for each grade, the teacher will have a solid "road-map" for designing the overall curriculum for his/her students. The goal should be for students to develop strong critical thinking skills: where they go beyond textbooks and other materials to make connections to other time periods in history and to their own lives, and look for meaning and significance in a historical context. Teachers should be able to objectively measure student success through these outcome standards, and students should be expected to demonstrate mastery of these standards in order to meet common goals throughout the Diocese upon completion of the curriculum at each grade level."

"The significance of geography has also been expanded in this document, as students are asked to develop a much sharper understanding of the physical world and its importance to the study of history. We have also included specific skills that should be developed and incorporated into the curriculum, which will assist the classroom teacher in creating a comprehensive and holistic social studies program for the students. Technology skills in the area of social studies are included in the document as well. The study of history today is greatly enriched by the ready availability of primary and secondary documents, and students must be taught how to gather, analyze, manipulate and synthesize information that can be gathered from Internet sources."

"Most important, this document emphasizes the role of Catholic social teachings as the underpinning of teaching social studies within the context of a Catholic school education. Since the social studies curriculum inherently addresses the development and understanding of human interaction throughout history, it is appropriate and necessary to stress the significance of movements toward peace and justice in history, and to understand the ramifications when such movements have been absent. In the document *From the Ground Up; Teaching*

Catholic Social Principles in Elementary Schools (1999, NCEA), the Catholic school educator is challenged to "help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibilities of an adult member of society." 1, Therefore, we have included this document as a reference for teachers as they implement the social studies curriculum. It will greatly assist the teacher in the integration Catholic of social teachings with the study of history and the social sciences. We have also shared insights from the document Sharing Catholic Social Teachings: Challenges and Directions; (1998, U.S. Catholic Conference) as they apply to the various strands of the learning outcomes. By reflecting on these insights, the teacher can see the clear connections between the goals of the curriculum and the broader goals of incorporating Catholic social teaching into the curriculum at large."

PHILOSOPHY

"As a Christian people of hope in the Catholic tradition, we believe in building the values of awareness, understanding, analysis and appreciation for the diversity of world cultures throughout history, the political and philosophical differences of our global community, our national identity and the economic and environmental challenges that exist in the world today."

Our goal as educators in History/Social Science is to teach the skills that enable these values to be experienced by our students and integrated into their daily lives.

"Our vision of the reign of God inspires us to believe that ethical participation in the public sphere of our society, in solidarity with all in need, is a hope-filled and necessary task."

LEARNING OUTCOMES FOR KINDERGARTEN

"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."

Content

Learning and Working Now and Long Ago

Learning to Work Together

- "* To find their way as learners, workers and classroom participants"
- * To learn to share the attention of the teacher with others
- * To learn to consider the rights of others in the use and care of classroom materials

"Working Together: Exploring, Creating, and Communicating"

- * To build a sense of self and self-worth through extending their understanding of the immediate world
- "* To deepen their appreciation of their own ability to explore, create, solve problems and communicate"
- * To understand the importance of literacy as a means of acquiring valuable information and knowledge

Reaching Out to times Past

- * To develop a beginning sense of historical empathy
- * To observe different ways people lived in earlier days

Themes

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

"*explore and describe similarities and differences in the ways different groups and societies address similar needs and concerns, such as holidays, religious and ethnic customs, etc."

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that different people may describe the "same event or situation in diverse ways, with different points of view."

*demonstrate an ability to use correctly vocabulary words associated "with time such as past, present, future and long ago; read and construct simple timelines such as yesterday, today and tomorrow;"
"identify examples of change, and recognize examples of cause and effect."

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

"*describe and speculate about physical system changes, such as "
"seasons, climate, weather, and the water cycle."

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

*describe the unique features of one's nuclear and/or extended families

*work independently and cooperatively to accomplish goals.

"5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

*describe roles as learned behavior patterns in group situations such
"as student, family member, member of the Church, or peer play group"

"6. Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

*examine the rights and responsibilities of the individual in relation to
"his or her social group, such as family, peer group and church."

"7. Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

"*distinguish between "needs and wants" of the individual and group"

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth. *

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand the role that science and technology play in helping us understand the world around us

*sort and categorize artifacts that are from home and school and explain the categories to others

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*give examples of conflict, cooperation, and interdependence among " individuals, groups and cultures."

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

*identify examples of the rights and responsibilities of citizens at "home, school, and in the community, such as sharing, taking turns," "being respectful to others, reconciling, and taking care of themselves" and their own possessions.

Skills

Participation Skills

* Personal skills

*Developing sensitivity to the needs of others

*Able to express ideas

*Sees people as individuals

*Able to adjust behavior to work effectively with others

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Able to participate in group discussion

* Social and political participation skills

*Willingness to accept the consequences of one's own actions

*Willingness to work to resolve injustices

Critical Thinking Skills

* Define and clarify problems

*Identify central issue or problem

*Formulate appropriate questions

* Judge information related to a problem

*Determine if information is relevant

* Solve problems and draw conclusions

*Identify alternative solutions to a problem

*Predict consequences

Basic Study Skills

* Listening and observing skills

*Able to focus and listen while information is presented

* Speaking skills

*Able to participate in group discussion

*Able to express ideas in a group

*Able to present ideas to a larger group (class) with appropriate composure

* Map and graph skills

"*interpret simple graphs and charts which contain data such as class birthdays, numbers of girls and boys, etc."

LEARNING OUTCOME FOR FIRST GRADE

"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 respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, 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."

Content

A Child's Place in Time and Space

Developing Social Skills and Responsibilities

- "* To understand the need for fairness, rules and laws in life"
- * To practice problem solving
- * To develop civic values important in a democratic society
- "* To read, discuss and role-play values found in literature"

Expanding Children's Geographic and Economic Worlds

- * To observe changes in local landscape and land-use
- * To analyze why and how these changes are affecting all neighborhoods
- * To read and interpret beginning map data
- * To understand interdependence with the larger world
- * To learn the basics of neighborhood economics
- "* To encourage activities that develop growth in observational skills, geographic and economic concepts, spatial relationships and research."

"Developing Awareness of Cultural Diversity, Now and Long Ago"

- "* To discover ways in which people, families and cultural groups of long ago and today are alike as well as different"
- * To explore and appreciate cultures represented in the school
- "* To study cultural diversity through field trips, drama, music, art, literature, heroes, heroines, and celebrations."

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

"*explore and describe similarities and differences in the ways different groups and societies address similar needs and concerns, such as holidays, religious and ethnic customs, etc."

*give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference

"*describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular neighborhood, region or culture"

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that different people may describe the "same event or situation in diverse ways, with different points of view"

*demonstrate an ability to use correctly vocabulary words associated "with time such as past, present, future and long ago; read and construct simple timelines such as yesterday, today and tomorrow;"

"identify examples of change, and recognize examples of cause and effect"

"*compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past"

"3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

"*describe and speculate about physical system changes, such as " "seasons, climate, weather, and the water cycle"

"*interpret, use and distinguish various representations of the earth, " "such as maps, globes, and photographs, and understand the abbreviations N., S., E., W., on a compass"

"*describe how people create places that reflect ideas, personality, " "culture, and wants and needs as they design homes, playgrounds," classrooms and the like

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

"*describe and identify ways family, groups and community influence the individual's daily life and personal choices"

*work independently and cooperatively to accomplish goals

*show how learning and physical development affect behavior

"*describe personal changes over time, such as those related to physical development and personal interests"

*describe personal connections to place; especially place as associated with immediate surroundings

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

*describe roles as learned behavior patterns in group situations such "as student, family member, member of the Church, or peer play group"

*give examples of and explain group and institutional influences such "as religious beliefs, laws, and peer pressure on people, events, and " elements of culture

*show how groups and institutions work to meet individual needs and "promote the common good, and identify examples of where they fail " to do so

6. Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

*examine the rights and responsibilities of the individual in relation to "his or her social group, such as family, peer group, church and society"

*explain the purpose of government

"*recognize and give examples of concepts such as fairness, equity, " and justice dealing with peers, classmates, groups and individuals"

"7. Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

"*distinguish between "needs and wants" of the individual and group"

*give examples of the various institutions that make up economic "systems, such as families, workers, banks, government agencies," small businesses

*describe how we depend upon workers with specialized jobs and how they contribute to the production and exchange of goods and

services

8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth. *

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand the role that science and technology play in helping us understand the world around us

*sort and categorize artifacts that are from home and school and explain the categories to others

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*give examples of conflict, cooperation, and interdependence among " individuals, groups and cultures"

"*investigate concerns, issues, standards and conflicts related to human " rights, such as the treatment of children, religious groups, and the " effects of war

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

*identify examples of the rights and responsibilities of citizens at "home, school, and in the community, such as sharing, taking turns," "being respectful to others, reconciling, and taking care of themselves" and their own possessions

*practice setting appropriate rules and guidelines for classroom behavior and playtime

Skills

Participation Skills

* Personal skills

* Sensitivity to the needs of others

*Able to express ideas

*Sees people as individuals

*Able to adjust behavior to work effectively with others

*Develop an awareness of and respect for other cultures

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Awareness of the environment and recognizing responsibility to

maintain the balance of nature

*Able to participate in group discussion

*Able to work with other students in a small group

* Social and political participation skills

*Willingness to accept the consequences of one's own actions

*Willingness to work to resolve injustices

*Commitment to accept social responsibility associated with citizenship

*Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

* Define and clarify problems

*Identify central issue or problem

*Formulate appropriate questions

* Judge information related to a problem

*Determine if information is relevant

*Sort relevant information from irrelevant information

* Solve problems and draw conclusions

*Identify alternative solutions to a problem

*Predict consequences

Basic Study Skills

* Listening and observing skills

*Able to focus and listen while information is presented

* Speaking skills

*Able to participate in group discussion

*Able to express ideas in a group

*Able to present ideas to a larger group (class) with appropriate composure

* Map and graph skills

"*read and interpret simple graphs, maps, globes and charts"

*draw a simple graph or chart with adult direction

LEARNING OUTCOMES FOR SECOND GRADE

"Students in grade two explore the lives of actual people who make a difference in their 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 interdependence in our free market system."

Content

People Who Make a Difference

People who supply our needs

"* To study people who supply daily needs: wheat, vegetables and fruit growers, ranchers, dairy workers, food processors and distributor"

* To visit local and regional markets

* To observe and identify foods and where they are from

* To create maps and models which show transportation of food

* To interpret picture maps and flow charts which analyze sequences and interrelationships.

* To identify and distinguish geographic features

* To read and interpret map symbols using legends

"* To identify human needs and wants, scarcity and choice"

* To recognize the importance of specialization and the resulting economic interdependence

* To understand the need for exchange in the market system

* To learn the importance of economic trade

* To understand the basic rights of fair and just treatment

"* To study specific areas of focus; e.g. banana plantations of Central America, cocoa produced from Ghana, history of grains and bread, food preservation and its affects, foods indigenous to cultures represented in the classroom"

"Our Parents, Grandparents and Ancestors from Long Ago"

"* To develop family history using books, interviews, photos, experiences"

* To share and discuss cultures of students in class

* To compare transportation methods of past and present

* To appreciate the cultural differences in families

"People from Many Cultures, Now and Long Ago"

"* To investigate people who make a difference in students' lives; scientists and inventors, athletes, authors, musicians and artists, leaders in the church and community"

"* To use a variety of materials and activities including biographies, books, videos and technology to broaden multicultural experience"

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

"*explore and describe similarities and differences in the ways different groups and societies address similar needs and concerns, and celebrate family and cultures and traditions"

*give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference

"*describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular neighborhood, region or culture"

*compare ways in which people from different cultures think about and deal with their physical environment and social conditions

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that different people may describe the same event or situation in diverse ways, with different points of view"

*demonstrate an ability to use correctly vocabulary words associated with time such as past, present, future and long ago; read and construct simple timelines with words and numbers; identify examples of change, and recognize examples of cause and effect"

"*compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past, and our knowledge of people today"

"*identify and use various sources for reconstructing the past, such as" documents, letters, diaries, maps, textbooks, photos and others "

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

*explore the ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another

"*interpret, use and distinguish various representations of the earth, "
"such as maps, globes, and photographs: locate and distinguish among"
"varying landforms and geographic features such as mountains,"
"plateaus, islands, and oceans, and recognize the symbols for capitals"
on maps

"*describe how people create places that reflect ideas, personality, "
"culture, and wants and needs as they design homes, playgrounds,"
classrooms and the like

"*construct and use the mental maps of locales, regions, and the world "
"that demonstrate understanding of relative location, direction, size and"
shape

*consider existing uses and propose and evaluate alternative uses of
"resources and land in the home, school, community, the region and "
beyond

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about
moral principals and where we learn to act on them. The state and all other
institutions have an obligation to respect the family and to foster and protect
it, not to undermine it. *"

"The social studies program should include experiences that provide for the
study of individual development and identity, so that the learner can:"
"*describe and identify ways family, groups and community influence the
individual's daily life and personal choices"

*work independently and cooperatively to accomplish goals

*show how learning and physical development affect behavior

"*describe personal changes over time, such as those related to physical
development and personal interests"

*describe personal connections to place; especially place as associated with
immediate surroundings

"*explore factors that contribute to one's personal identity such as interests,
capabilities and perceptions"

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring.
Our call as Christians is to respond to the needs of all our brothers and
sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the
study of interactions among individuals, groups, and institutions, so that the
learner can:"

*identify roles as learned behavior patterns in group situations such
"as student, family member, member of the Church, or peer play group"

*give examples of and explain group and institutional influences such
"as religious beliefs, laws, and peer pressure on people, events, and "
elements of culture

*show how groups and institutions work to meet individual needs and
"promote the common good, and identify examples of where they fail "
to do so

*identify and describe examples of tension between and among indiv-
"iduals, groups or institutions, and how belonging to more than one "
group can cause conflict

"*identify examples of institutions and religious groups, and describe"

"the interactions of people with institutions, and their role in furthering"
both continuity and change

6. Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

"*distinguish among local, state and national government, and identify" "leaders such as mayor, governor, president and Church leaders"

*explain how government does or does not provide for the needs and wants of people

"*recognize and give examples of concepts such as fairness, equity, " "and justice dealing with peers, classmates, groups and individuals"

7. Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

*give examples that show how scarcity and choice govern our economic decisions

*give examples of the various institutions that make up economic "systems, such as families, workers, banks, government agencies," "small businesses, and the differences between private and public" goods and services

*describe how we depend upon workers with specialized jobs and how those workers contribute to the production and exchange of goods and services

*explain and demonstrate the role of money in everyday life

"*use economic concepts such as supply and demand, and price to help" explain events in the community and nation

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth.*

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand the role that science and technology play in helping us

understand the world around us

*identify and describe examples in which science and technology
"have led to changes in the environment, such as the building of dams,"
"offshore oil drilling, medicine from rain forests, and the loss of rain"
forests

*identify and describe examples in which science and technology
"have changed the lives of people, such as homemaking, child care,"
"work, transportation, and communication"

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*give examples of conflict, cooperation, and interdependence among "
"individuals, groups and cultures"

"*investigate concerns, issues, standards and conflicts related to human"
"rights, such as the treatment of children, religious groups, and the "
effects of war

"*explore ways that language, art, music, belief systems, and other "
cultural elements may facilitate global understanding

*examine the effects of changing technologies on the global community

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

*identify examples of the rights and responsibilities of citizens at
"home, school, and in the community, such as sharing, taking turns,"
"being respectful to others, reconciling, and taking care of themselves"
"and their own possessions, and practice discussions about being a"
responsible citizen in each environment

*practice setting appropriate rules and guidelines for classroom
behavior and playtime

"*locate, organize and apply information about an issue of public"
concern from different points of view

*examine the influence on public opinion on decision making

Skills

Participation Skills

* Personal skills

- * Sensitivity to the needs of others
- *Able to express ideas
- *Sees people as individuals
- *Able to adjust behavior to work effectively with others
- *Recognizes personal biases and prejudices
- *Respect for other cultures and various family systems
- *Able to express personal convictions

* Interaction skills

- *Willingness to listen to differing views
- *Willingness to work to resolve conflict with others
- *Able to participate in group discussion
- *Able to work with other students in a small group
- "*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"
- *Able to assume leadership of a group or work with other students acting as a leader
- *Able to persuade and compromise to achieve a group goal

* Social and political participation skills

- *Willingness to accept the consequences of one's own actions
- *Willingness to work to resolve injustices
- *Commitment to accept social responsibility associated with citizenship
- *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions
- *Make distinctions between verifiable and unverifiable information

- * Judge information related to a problem
- *Determine if information is relevant
- *Sort relevant information from irrelevant information
- "*Distinguish between fact, opinion, and reasoned judgment"
- *Determine consistency of statements
- *Recognize stereotypes
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- *Predict consequences
- *Decide whether information is sufficient to draw a conclusion
- *Test conclusions

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented

* Speaking skills

- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure

- * Map and graph skills

"*Read and interpret simple graphs, maps, globes models, and charts"

*draw a simple graph or chart with direction

*Draw a simple map with labels including a legend

* Able to study for and perform satisfactorily using various test formats

LEARNING OUTCOME FOR THIRD GRADE

"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."

Content

Continuity and Change

Our Local History: Discovering Our Past and Our Traditions

"* To learn about the natural features of the area through field trips, technology and internet sources, videos, slides and photographs of the landscape"

* To build a model of the topography of the region

"* To authentically present Native American tribes; both in North and South America, their social organization, customs, location of villages, food, clothing, tools, art, folklore and structures they built and their relationship to climate"

"* To learn of the community's past-the explorers, the newcomers, the economy they established and their impact on the Native people and the landscape - through resources, music, literature, etc."

* To observe how the community has changed over time and how some features have remained the same

"Our Nation's History: Meeting People, Ordinary and Extraordinary. Through Biography, Story. Folktale and Legend"

"* To learn of classic legends, folktales and hero stories (biographies) of the students' community and nation"

"* To learn the meaning of national holidays, symbols (the flag, eagle, Statue of Liberty, etc.) and songs"

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

"*explore and describe similarities and differences in the ways different groups and societies address similar needs and concerns, and celebrate family and cultures and traditions"

*give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference

"*describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular neighborhood, region or culture"

*compare ways in which people from different cultures think about and deal with their physical environment and social conditions

*Give examples and describe the importance of cultural unity and diversity with and across groups (in North and South America)

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that different people may describe the "same event or situation in diverse ways, with different points of view"

*demonstrate an ability to use correctly vocabulary words associated "with time such as past, present, future and long ago; read and construct simple timelines with words and numbers; identify examples of change, and recognize examples of cause and effect"

"*compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past, and our knowledge of people today"

"*identify and use various sources for reconstructing the past, such as "documents, letters, diaries, maps, textbooks, photos and others "

"*Demonstrate an understanding that people in different times and places view the view differently, using and discussing concrete examples"

"*Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to assist decision-making about and action-taking on public issues"

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

*explore the ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another

"*interpret, use and distinguish various representations of the earth, " "such as maps, globes, and photographs: locate and distinguish among" "varying landforms and geographic features such as mountains," "plateaus, islands, and oceans, and know the shapes of continents"

"*describe how people create places that reflect ideas, personality, " "culture, and wants and needs as they design homes, playgrounds," classrooms and the like

"*construct and use the mental maps of locales, regions, and the world "

"that demonstrate understanding of relative location, direction, size and" shape

*consider existing uses and propose and evaluate alternative uses of "resources and land in the home, school, community, the region and " beyond

"*Use appropriate resources, data and geographic tools such as atlases, " data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information"

*Estimate distance and calculate scale

"*Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms and droughts"

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

"*describe and identify ways family, groups and community influence the individual's daily life and personal choices"

*work independently and cooperatively to accomplish goals

*show how learning and physical development affect behavior

"*describe personal changes over time, such as those related to physical development and personal interests"

*describe personal connections to place; especially place as associated with immediate surroundings

"*explore factors that contribute to one's personal identity such as interests, capabilities and perceptions"

*Analyze a particular event to identify reasons individuals might respond to an event in different ways

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

*identify roles as learned behavior patterns in group situations such "as student, family member, member of the Church, or peer play group"

*give examples of and explain group and institutional influences such "as religious beliefs, laws, and peer pressure on people, events, and " elements of culture

*show how groups and institutions work to meet individual needs and "promote the common good, and identify examples of where they fail " to do so

*identify and describe examples of tension between and among "individuals, groups or institutions, and how belonging to more than one group can cause conflict"

"*identify examples of institutions and religious groups, and describe" "the interactions of people with institutions, and their role in furthering" both continuity and change

*Identify and describe examples of tension between an individual's beliefs and government policies and laws

6. Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

"*distinguish among local, state and national government, and identify" "leaders such as mayor, governor, president and Church leaders"

*explain how government does or does not provide for the needs and wants of people

"*recognize and give examples of concepts such as fairness, equity, " "and justice dealing with peers, classmates, groups and individuals"

"*Explore the role of technology in communications, transportation, or " other areas as it contributes to or helps resolve conflict

7. Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

*give examples that show how scarcity and choice govern our economic decisions

*give examples of the various institutions that make up economic "systems, such as families, workers, banks, government agencies," "small businesses, and the differences between private and public" goods and services

*describe how we depend upon workers with specialized jobs and how those workers contribute to the production and exchange of goods and services

*explain and demonstrate the role of money in everyday life

"*use economic concepts such as supply and demand, and price to help" explain events in the community and nation

"*Describe the influence of incentives, values, traditions and habits on economic decisions"

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth. *

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand the role that science and technology play in helping us understand the world around us

*identify and describe examples in which science and technology "have led to changes in the environment, such as the building of dams," "offshore oil drilling, medicine from rain forests, and the loss of rain" forests

*identify and describe examples in which science and technology "have changed the lives of people, such as homemaking, child care," "work, transportation, and communication"

"*Describe instances in which changes in values, beliefs, and attitudes " "have resulted from new scientific and technological knowledge, such" as conservation of resources and harmful chemicals on the environment

"*Suggest ways to monitor science and technology in order to protect the environment, individual rights, and the common good"

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*Give examples of conflict, cooperation, and interdependence among " "individuals, groups and cultures"

"*Investigate concerns, issues, standards and conflicts related to human" "rights, such as the treatment of children, religious groups, and the " effects of war

"*Explore ways that language, art, music, belief systems, and other " cultural elements may facilitate global understanding

*Examine the effects of changing technologies on the global community

"*Explore causes, consequences, and possible solutions to different global issues, such as pollution and endangered species"

*Examine the relationships and tensions between personal wants and needs

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

*Identify examples of the rights and responsibilities of citizens at "home, school, and in the community, such as sharing, taking turns," "being respectful to others, reconciling, and taking care of themselves" "and their own possessions, and practice discussions about being a" responsible citizen in each environment

*Practice setting appropriate rules and guidelines for classroom behavior and playtime

"*Locate, organize and apply information about an issue of public concern from different points of view

*Examine the influence on public opinion on decision making

"*Recognize and interpret how the ""common good"" can be strengthened" through various forms of citizen action

*Explain actions citizens can take to influence public policy making

*Identify key ideals of the United States' democratic form of government

Skills

Participation Skills

* Personal skills

* Sensitivity to the needs of others

*Able to express ideas

*Sees people as individuals

*Able to adjust behavior to work effectively with others

*Recognizes personal biases and prejudices

*Respect for other cultures and various family systems

*Able to express personal convictions

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Able to participate in group discussion

*Able to work with other students in a small group

"*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"

*Able to assume leadership of a group or work with other students acting as a leader

*Able to persuade and compromise to achieve a group goal

- * Social and political participation skills
- *Willingness to accept the consequences of one's own actions
- *Willingness to work to resolve injustices
- *Commitment to accept social responsibility associated with citizenship
- *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions
- *Make distinctions between verifiable and unverifiable information

- * Judge information related to a problem
- *Determine if information is relevant
- *Sort relevant information from irrelevant information
- "*Distinguish between fact, opinion, and reasoned judgement"
- *Determine consistency of statements
- *Recognize stereotypes
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- *Predict consequences
- *Decide whether information is sufficient to draw a conclusion
- *Test conclusions

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented

- * Speaking skills
- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure

- * Map and graph skills
- "*Read and interpret simple graphs, maps, globes models, and charts"
- *draw a simple graph or chart with direction
- *Draw a simple map with labels including a legend

- * Able to study for and perform satisfactorily using various test formats

LEARNING OUTCOMES FOR GRADE FOUR

"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."

Content

California: A Changing State

The Physical Setting

- * To locate California on a map
- * To identify geographic features of the state

Pre-Columbian Settlements and People

- ** To learn about Native American cultures: their locations, social organization, economic activities, legends, beliefs, etc."
- * To be aware of the Native Californians' respect for nature

Exploration and Colonial History

- ** To learn of early explorers, soldiers, and missionaries and their motives for colonization"
- * To understand that access to California was difficult because of geographic barriers

"Missions, Ranchos and The Mexican War for Independence"

- * To understand geographic factors in planning sites for missions
- * To learn of daily lives of all people
- ** To read literature, sing songs, take field trips, research via technology and create dramas relating to the period"
- * To study the Mexican War for independence from Spain

"Gold Rush, Statehood, Westward Movement"

- ** To develop a time line including these events: the establishment of the Bear Flag Republic, the Mexican-American War, the Gold Rush, and California's admission to statehood"
- ** To study, analyze and discuss each of these events"
- * To study men and women of the period who helped build California
- * To study the state constitution and government

"Period of Rapid Population Growth, Large Scale Agriculture, and Linkage to the Rest of the United States"

- ** To learn of communication and transportation advances that linked California to the East - the Pony Express, the Overland Mail Service, the telegraph service and the transcontinental railroad."
- * To understand the importance of water
- * To compare the cultural and economic contributions different ethnic groups have brought to California
- * To appreciate the ethnic diversity of the changing population
- * To analyze the growth of prejudice toward ethnic groups

"Modern California: Immigration, Technology and Cities"

- "* To learn how California has changed from an underdeveloped, resource producing area to an industrial and agricultural giant"
- * To analyze how California's freeway system and water projects have helped build its industry and support its population
- * To examine the impact of these projects on the environment
- * To examine California's location and significance in the Pacific Rim
- * To examine the breadth of immigrant groups to California from around the world

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

*Explore the different cultures that have inhabited California- past and present

"*Describe ways language, stories, folk-tales, music and artistic " creations serve as an expression of different peoples and cultures of California

*Describe the importance of cultural unity and diversity in and across groups in California

*Identify the breadth of immigrant groups from around the world who live in and influence the heritage of California

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*Demonstrate an understanding that people in different times and regions of California viewed the world differently

"*Read and construct simple timelines, identify examples of change, and recognize examples of cause and effect relationships"

"*Use various primary sources such as documents, letters, diaries and photos of California to interpret historical information"

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

"*Use and interpret maps, globes, and models of the earth to study the" different representations of the earth and understand basic geographic "terms such as island, peninsula, bay, etc."

"*Locate the major rivers, oceans, and continents of the world"

"*Use data sources, charts, graphs, diagrams, and grid systems to " interpret information about the state of California

*Locate California on a map and identify geographic features of the state

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

*Describe ways the family and community influence the individual's daily life and personal choices

*Analyze an event in California history to identify reasons individuals might respond to it in different ways

*Work independently and cooperatively to accomplish goals

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

"*Explain influences such as religious beliefs, government, laws and " peer pressure on the individual

*identify examples of institutions and describe the interactions of people with institutions

*show how groups and institutions meet and/or fail to meet the needs of the individual

6 "Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

"*Explain the purpose of government, both at the state and national" level

"*Distinguish and analyze relationships among local, state, and" national government and identify representative leaders at these "levels such as mayor, governor, and president"

*identify important services provided by the state government

7. Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

*give examples that show how scarcity and choice govern our economic decisions, and have influenced economic decisions in Calif."

*give examples of the various institutions that make up economic systems, such as families, workers, labor unions, government agencies, and small and large businesses"

*investigate the state's resources; natural and human

*explain the relationship of price to supply and demand

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth.*

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*identify and describe examples in which science and technology have led to changes in the physical environment of our state such as dams and oil drilling

*identify examples of state laws and policies that govern scientific and technological applications such as Endangered Species Act and environmental protection policies

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

*Give examples of conflict, cooperation, and interdependence among " individuals, groups and nations"

*Investigate concerns, issues, standards and conflicts related to human rights, particularly as they affect workers coming to California from other countries

*explore problems and solutions to emerging global issues such as pollution and endangered species

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

- *identify examples of rights and responsibilities of citizens at the state and national levels

- *analyze information about public concern from multiple points of view

- *explain actions citizens can take to influence public policy decisions

Skills

Participation Skills

* Personal skills

- "* Sensitivity to the needs, problems and aspirations of others"

- *Able to express ideas

- *Sees people as individuals

- *Able to adjust behavior to work effectively with others

- *Recognizes personal biases and prejudices

- *Respect for other cultures and various family systems

- *Able to express personal convictions

* Interaction skills

- *Willingness to listen to differing views

- *Willingness to work to resolve conflict with others

- *Able to participate in group discussion

- *Able to work with other students in a small group

- "*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"

- *Able to assume leadership of a group or work with other students acting as a leader

- *Able to persuade and compromise to achieve a group goal

- *Able to debate/negotiate on an issue

- *Ability to participate in role playing and simulation games

- *Ability to participate in peer and cross-age tutoring

* Social and political participation skills

- *Willingness to accept the consequences of one's own actions

- *Willingness to work to resolve injustices

- *Commitment to accept social responsibility associated with citizenship

- *Recognizes and identifies issues that require social action

- "*Willingness to work to influence those in political power to preserve and extend justice, freedom, equality and human rights"

- "*Willingness to work to preserve and extend justice, freedom, equality and human rights"

- *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions
- *Determine which information is relevant
- *Make distinctions between verifiable and unverifiable information
- *Distinguish between essential and incidental information

- * Judge information related to a problem
- *Determine if information is relevant
- *Sort relevant information from irrelevant information
- "*Distinguish between fact, opinion, and reasoned judgement"
- *Determine consistency of statements
- *Recognize stereotypes
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- "*Predict the consequences of an event, series of events, or a policy proposal"
- *Decide whether information is sufficient to draw a conclusion
- *Test conclusions or hypotheses

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented

- * Speaking skills
- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure

- * Map and graph skills
- "*Read, create and interpret simple graphs, maps, globes models, diagrams, tables, pictures, photographs, and political cartoons"
- *draw a simple graph or chart with direction
- "*Draw a simple map with labels including a legend, scale and compass rose"

* Reference Skills

- *Able to use community resources
 - *Read various forms of literature from primary and secondary source materials
 - "*Able to locate, select and organize information from written "sources such as: internet sources, books, periodicals, "dictionaries and encyclopedias
 - *Able to retrieve and analyze information by using technology and other electronic media
 - *Able to acquire information by interviewing subjects

* Writing Skills

- *Able to organize and express ideas clearly in writing
- *Able to take notes
- *Able to outline from notes taken
- *Able to write a bibliography
- *Able to write a simple report

LEARNING OUTCOMES FOR GRADE FIVE

"Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people 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, and 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."

Content

United States History and Geography: Making a New Nation

The Land and People Before Columbus

* To examine major pre-Columbian settlements

** To understand natural environment, economy, government and culture"

Age of Exploration

* To concentrate on European explorers

* To discuss technological developments

* To examine and analyze encounters with indigenous people

** To discuss explorers' return home with exotic spices and silk, and with native people, animals, plants and gold"

Settling the Colonies

** To survey the colonies of the French, Portuguese and Spanish in the New World"

* To emphasize settlement of English colonies in the New World

The Virginia Settlement

* To understand the settlement of Jamestown as a risky venture

* To realize the impact of tobacco and beginnings of plantation economy

** To learn the history of the first Africans as free, indentured, and enslaved"

* To realize the importance of the House of Burgesses as the first representative assembly in the colonies

Life in New England

* To compare the two groups of Puritans who sought a life based on their religious beliefs

* To be aware of the hardships of the Pilgrims and their struggle to establish a life among indigenous people

** To appreciate the influence of the Puritans on American literature, education, attitudes toward life, work and the pursuit of religious freedom"

* To know the stories of Anne Hutchinson and Roger Williams

The Middle Colonies

** To study the colonies of New Amsterdam, New Jersey, Pennsylvania, Maryland and Delaware, and recognize the wide variety of ethnic, linguistic and religious living these colonies"

- * To give special attention to William Penn and the Quaker colony that practiced religious freedom and representative government
- * To examine the geographic factors that enabled the middle colonies to thrive and contributed to the development of New York and Philadelphia as busy seaports

Settling the Trans-Appalachian West

- * To introduce the forays of the English into French territory west of the Appalachian Mountains
- * To realize the importance of the French and Indian War in shattering the power of the French in North America
- ** To review frontier life through the biographies of Daniel Boone, tall tales, legends, songs and handicrafts"

The War for Independence

- * To examine the Acts and other taxes that led to colonial outrage
- * To realize Parliament's efforts to repress dissent which led to the first Continental Congress of 1774 and the Committees of Correspondence
- ** To understand the roles of William Pitt, Edmund Burke, George Washington, Patrick Henry, Abigail Adams, Molly Pitcher, Nathan Hale and Benedict Arnold"
- * To examine the alliance with France
- * To appreciate the idealist statements of the Declaration of Independence
- * To realize the conflicts of these statements with slavery
- * To learn about the Northwest Ordinance of 1787

Life of the Young Republic

- * To study the waves of immigration from 1789-1850
- * To learn about the many modes of travel to the Ohio and Mississippi Valleys
- * To analyze the resistance of the American Indian tribes to the encroachments by settlers and the government policy of Indian removal

The New Nation's Westward Expansion

- * To study advance of pioneer settlements beyond the Mississippi
- * To compare types of Western settlers
- * To understand the physical dangers of the trail
- * To realize the varied roles of pioneer women
- * To identify U.S. physical features as the story is told

"Linking Past to Present: The American People, Then and Now"

- * To study the current geography and resources of the various states and regions
- ** To study differences in race, religion and national origin"
- * To realize how and when slavery ended
- ** To recognize significant contributions of African Americans, women, indigenous people, and immigrant groups to this country"
- * To discuss newer waves of immigration from 1850 to the present
- ** To understand that our American creed calls on us to safeguard freedoms, to value diversity, to work for change within the framework of law, and to do our part as citizens in contributing to the welfare of their community"

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

*Understand the impact of religion on the lifestyle of settlers in colonial New England

*Understand the impact of the early waves of immigrants (1600's-1850) on American lifestyle

"*Recognize the importance of folk songs, sea chanteys, and tall tales on life during the westward expansion"

*Describe the waves of diverse immigrant groups who came from 1850-present

"*Recognize divergent and extensive immigrant contributions to American arts, crafts, industry, and lifestyle"

*Identify immigrants' countries of origin and locate the regions of the nation where they settled

*Respect the cultural and religious diversity of the United States

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

"*understand the chronology of social, political, and cultural changes" in early American history

*construct time lines which show the progression of early American history

"*connect documents, pictures, letters, etc. to their appropriate " chronological places in early American history

"3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

*understand the impact of regional geography on the development of colonial economies and cultures

*recognize the ecological impact of the westward migration to unsettled lands

*understand the growing concern of Native Americans due to differing attitudes of European groups toward the land

*interpret maps and globes to infer the impact of topographical and environmental factors

*identify states by name on a political map of the United States

*read a family tree

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

- *Understand the connection between the overbearing taxation system of the British and the growing spirit of independence in the colonies
- *recognize the important role that women played in stabilizing colonial and frontier home life

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

- *recognize the contradiction between the ideals of the Declaration of Independence and the continuation of the institution of slavery

- *understand the discrimination experienced by newcomers because of "their race, religion, or their cultural traditions"

- *recognize the basic equality of all human beings

- *understand that society should be set up for the common good of all, " and that the common good for all stresses protection of individual rights

6 "Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

- *understand the importance of the House of Burgesses as the first representative assembly in the American colonies

- *recognize the courage of those who signed the Declaration of Independence at risk to their lives and property

- *explore the resistance of American Indian tribes to the U.S. government's policy of removal to lands west of the Mississippi

- *understand that conformity with the moral order can be of great advantage to the common good

"*distinguish between federal, state, and local levels of government"

7 "Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

*recognize the European trade routes during the Age of Exploration

*understand how changing economic conditions in the colonies caused tobacco planters to turn to slavery as a reliable source of labor

*connect geographical factors to thriving trade in the Middle Colonies

"*understand the economic imbalance left by colonization, and how " that imbalance led to colonial demands for independence

"*recognize how depletion of soil, water, and other natural resources endangers the economic future of a country and of the world"

*recognize the purpose of taxation

*understand the relationship of prices to supply and demand

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth. *

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand the importance of inventions such as the compass and the astrolabe in precipitating the Age of Exploration

*recognize the scientific and technological changes that took place in "the world as a result of exploration, settlement, and migration"

*use CD Rom and internet resources for research

*recognize that the rapid development of science and technology brings increasing interdependence between people of the world

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*understand how increased trade leads to social, political, and economic interconnection among nations"

"*understand how environmental problems are not contained by political borders, and thus must be worked out between nations"

*understand that it is incumbent upon all nations to allow the flow of immigration and emigration

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of ideals, principles, and practices of citizenship so that the learner can:"

"*explore the growing freedom and power of women in the West, "
"working as missionaries, teachers and entrepreneurs"

*understand that the American creed calls on them to safeguard their freedoms and those of their neighbors, to value the nation's diversity,"
"to work for change within the framework of law, and to do their part as citizens in contributing to the welfare of their respective communities

"*value the nation's cultural and ethnic diversity, and understand how" that diversity contributes to the welfare of the general community

Skills

Participation Skills

* Personal skills

"* Sensitivity to the needs, problems and aspirations of others"

*Able to express ideas

*Sees people as individuals

*Able to adjust behavior to work effectively with others

*Recognizes personal biases and prejudices

*Respect for other cultures and various family systems

*Able to express personal convictions

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Able to participate in group discussion

*Able to work with other students in a small group

"*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"

*Able to assume leadership of a group or work with other students acting as a leader

*Able to persuade and compromise to achieve a group goal

*Able to debate/negotiate on an issue

*Ability to participate in role playing and simulation games

*Ability to participate in peer and cross-age tutoring

* Social and political participation skills

*Willingness to accept the consequences of one's own actions

*Willingness to work to resolve injustices

*Commitment to accept social responsibility associated with citizenship

*Recognizes and identifies issues that require social action

"*Willingness to work to influence those in political power to preserve and extend justice, freedom, equality and human rights"

"*Willingness to work to preserve and extend justice, freedom, equality and human rights"

*Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

* Define and clarify problems

*Identify central issue or problem

*Formulate appropriate questions

*Determine which information is relevant

*Make distinctions between verifiable and unverifiable information

*Distinguish between essential and incidental information

* Judge information related to a problem

*Determine if information is relevant

*Sort relevant information from irrelevant information

"*Distinguish between fact, opinion, and reasoned judgment"

*Determine consistency of statements

*Recognize stereotypes

*Evaluate information based on a Christian set of values

*Compare data

* Solve problems and draw conclusions

*Identify alternative solutions to a problem

"*Predict the consequences of an event, series of events, or a policy proposal"

*Decide whether information is sufficient to draw a conclusion

*Test conclusions or hypotheses

Basic Study Skills

* Listening and observing skills

*Able to focus and listen while information is presented

* Speaking skills

*Able to participate in group discussion

*Able to express ideas in a group

*Able to present ideas to a larger group (class) with appropriate composure

* Map and graph skills

"*Read, create and interpret simple graphs, maps, globes models, diagrams, tables, pictures, photographs, and political cartoons"

*draw a simple graph or chart with direction

"*Draw a simple map with labels including a legend, scale and compass rose"

* Reference Skills

*Able to use community resources

*Read various forms of literature from primary and secondary source materials

"*Able to locate, select and organize information from written "

"sources such as: internet sources, books, periodicals, " dictionaries and encyclopedias

*Able to retrieve and analyze information by using technology and other electronic media

*Able to acquire information by interviewing subjects

* Writing Skills

*Able to organize and express ideas clearly in writing

*Able to take notes

- *Able to outline from notes taken
- *Able to write a bibliography
- *Able to write a simple report

LEARNING OUTCOMES 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."

Content

World History Geography: Ancient Civilizations

Early Humankind and the Development of Human Societies

- * To understand the environment's role in the development of prehistoric peoples
- "* To study the progress of religion, tools, and language of these early peoples"
- * To develop an awareness of the place of prehistoric people on the historical timeline

"The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt and Kush"

- "* To study the political, social, technological and economic accomplishment of the Sumerians and other Mesopotamian civilizations"
- * To study the reigns of Egyptian pharaohs such as Khufu and Hatshepsut
- "* To learn of the lives of common men, women and children in Egyptian society"
- * To realize the importance of the Nile in Egypt's development
- * To introduce the culture of Kush and its profitable trade with other cultures

The Foundation of Western Ideas: The Ancient Hebrews and Greeks

- * To read and discuss biblical literature as part of the literacy and ethical teachings of Western civilization
- * To appreciate the contributions of Greek society to the modern world
- * To read and discuss Greek myths

West Meets East: The Early Civilizations of India and China

- * To understand the culture of India that Alexander found in 325 BC
- * To examine the history and teachings of Buddhism
- * To learn of the beginnings and development of Chinese civilization
- * To appreciate the role of the teachings of Confucius in Chinese culture
- "* To use map study to analyze trade and cultural interchange between China, India and Rome"

East Meets West: Rome

- * To learn of the everyday life in Rome
- * To understand the development of the Roman empire
- * To study the rise of Christianity through the teachings of Jesus and to analyze the conflict these created with Roman beliefs
- * To compare Roman culture with Greek culture
- * To consider Rome's influence on the world today

Fall of Rome

- * To construct a map of the Roman empire at its height
- * To review the reign of Augustus and consider reasons for the fall of Rome
- * To appreciate the lasting contributions of Roman civilization

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

*Explore the similarities and differences in the way ancient civilizations met human needs and concerns

"*describe and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs and values of various ancient peoples contribute to the development and transmission of culture"

*explain how/why ancient civilizations responded differently to their physical and social environments

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that people in different times and places of the ancient world had different world views

"*identify and use key concepts such as chronology, change, conflict" and complexity to explain patterns of change and continuity in the ancient world

*describe how the rise of ancient civilizations reflect the patterns of change within and across cultures (i.e. the transitions of nomads to governing bodies)

"*evaluate various sources, primary and secondary, to reconstruct" and reinterpret the past

"*develop empathy and skepticism regarding values, attitudes and" behaviors of people in the ancient world

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

"*use maps of the world to show understanding of relative location, "

"direction, size, scale, and shape, and read latitude and longitude lines"

"*use resources, charts, graphs, grid systems, atlases and internet " sources to interpret information about the ancient world.

"*describe various landforms and geographic features, such as " mountains, plateaus, islands, rain forests, deserts and oceans"

"*describe the geographic patterns of seasons, climate and weather " in areas such as the Tigris, Euphrates, and Nile River valleys"

"*examine physical, cultural, and settlement patterns of ancient" civilizations

"*describe an event in ancient history that has been influenced by, " and have influenced physical and human geographic factors in "local and regional settings, such as the ""Silk Road"""

*create and use maps to demonstrate understanding of the signif- icanance of social interactions and change such as the ""Silk Road"" that opened trade between China and the Middle East

4 Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

*Describe the way early civilizations influenced the individual's daily life and personal choices

*analyze an event in ancient history to identify reasons individuals might respond to it in different ways

"*identify and describe the influence of perception, attitudes, values " and beliefs on personal identity

"*identify and interpret examples of stereotyping, conformity and " altruism

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

"*Describe the individual and group interactions of early humans, and" discuss the changes as time evolved

*identify examples of ancient institutions and describe the interactions of people with institutions

*analyze and identify how ancient groups and institutions met and or

failed to meet the needs of individuals to promote the common good

*describe examples of tensions between belief systems and early government policies and laws

*identify how groups and institutions of ancient civilizations worked to meet individual needs and promote the common good

"*describe ideas of ancient teachers such as Confucius, Socrates, and "Siddhartha Guatama who influenced the people, events and elements " Of culture

6 "Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

"*describe the purpose of government and how its powers are acquired," used and justified in early empires of the ancient world

"*demonstrate an understanding of the roles of pharaohs, gods and " common people in ancient society

*explain conditions with ancient peoples that contribute to conflict and cooperation within and among nations

*describe the early forms of democratic government in ancient civilizations

*analyze examples of conflict and cooperation among ancient societies

*analyze and explain how the ancient civilizations met the needs and wants of citizens

*identify and describe conflicts between the different beliefs within an empire

*describe the ways nations responded to forces affecting order and security in the ancient world

*examine the reasons for the rise and fall of ancient empires

*examine the role of women in ancient societies

7 "Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

*explain the significance of trade to the development of early civilizations

*understand the need for equal distribution of goods and wealth throughout the ancient world

*investigate the natural resources available in the ancient world and how they were used

*describe the role of specialization of labor in the development of ancient civilizations

*explain how values and beliefs influenced different economic decisions within an ancient civilization

*differentiate among various forms of exchange for money in the ancient world

"*compare basic economic systems according to who determines what is produced, distributed and consumed in the ancient world"

*explain the importance of stewardship of the earth in the ancient world

8. Science, Technology and Society"

"Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth.*The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

*describe and analyze the influence of irrigation on the development of early civilizations*examine and describe the influence of ancient civilizations on culture, scientific and technological choices and advancements*describe the development of tools and weapons and its effects on ancient civilizations9.

Global ConnectionsWe are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights." " *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

*analyze the conflicts and interdependence between ancient civilizations

*analyze group influence on the development of language and tools with early human beings

*analyze the conflicts and efforts of cooperation among ancient societies

"*demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights"

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

- *examine the origins and continuing influence of key ideals of ancient civilizations
- *give examples of rights and responsibilities of citizens throughout ancient times
- *analyze and explain ideas and government policies used to meet the needs and wants of citizens in the ancient world
- *identify and interpret documents that outline rights and responsibilities of ancient citizens
- *explain various points of view with regard to public issues in ancient civilizations
- *explain and analyze various forms of citizen action that influenced public policy decisions in the ancient world

Skills

Participation Skills

- * Personal skills
 - "* Sensitivity to the needs, problems and aspirations of others"
 - *Able to express personal convictions
 - *Understanding people as individuals rather than stereotypical members of a particular group
 - *Able to adjust behavior to work effectively with others
 - *Recognizes personal biases and prejudices
 - *Respect for other cultures and various family systems
 - *Able to express personal convictions
- * Interaction skills
 - *Willingness to listen to differing views
 - *Willingness to work to resolve conflict with others
 - *Able to participate in group discussion
 - *Able to work with other students in a small group
 - "*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"
 - *Able to assume leadership of a group or work with other students acting as a leader
 - *Able to persuade and compromise to achieve a group goal
 - *Able to debate/negotiate on an issue
 - *Ability to confront controversial issues in ways that work toward reasoned solutions free of aggressions that destroy group relations
 - *Ability to participate in role-playing and simulation games
 - *Ability to participate in peer and cross age tutoring
- * Social and political participation skills
 - *Willingness to accept the consequences of one's own actions
 - *Willingness to work to resolve injustices
 - *Commitment to accept social responsibility associated with citizenship
 - *Recognizes and identifies issues that require social action
 - "*Willingness to work to influence those in political power to preserve and extend justice, freedom, equality and human rights"
 - "*Willingness to work to preserve and extend justice, freedom, equality and human rights"
 - *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions leading to deeper and clearer understanding of an issue
- *Determine which information is relevant
- *Make distinctions between verifiable and unverifiable information
- *Distinguish between essential and incidental information

- * Judge information related to a problem
- *Determine if information is relevant
- *Sort relevant information from irrelevant information
- "*Distinguish between fact, opinion, and reasoned judgment"
- *Determine consistency of statements
- *Identify unstated assumptions
- "*Recognize stereotypes, clichés, bias, propaganda and semantic slanting"
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- "*Predict the probable consequences of an event, series of events, or a policy proposal"
- *Decide whether information is sufficient in quality and quantity to draw a conclusion
- *Test conclusions or hypotheses

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented
- *Able to understand the specialized language used in historical research and social science disciplines

- * Speaking skills
- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure
- "*Able to organize and express ideas clearly in speeches , both informative and persuasive"

- * Map and graph skills
- "*Read, create and interpret simple graphs, maps, globes models, diagrams, tables, pictures, photographs, and political cartoons"
- *draw a simple graph or chart with direction
- "*Draw a simple map with labels including a legend, scale and compass rose"
- *Read and interpret time zones

- * Reference Skills
- *Able to use community resources
 - *Read various forms of literature from primary and secondary source materials
 - "*Able to locate, select and organize information from written "
 - "sources such as: internet sources, books, periodicals, "
 - "dictionaries, government documents and encyclopedias"
 - *Able to retrieve and analyze information by using technology and other electronic media

"*Able to acquire information by analyzing art, music, and " architecture

*Able to acquire information by interviewing subjects

* Writing Skills

*Able to organize and express ideas clearly in writing

*Able to take notes

*Able to outline from notes taken

*Able to write a bibliography

*Able to write a research report

*Able to write quality essays

* Time Management

*Able to study for and perform satisfactorily using various test formats

Technology Skills

Participation Skills

* Moral and Ethical Use...Responsible Use

*Demonstrate ethical use at all times with regard to electronic media

*Demonstrate ethical and legal behavior regarding intellectual property

*Understand and abide by all copyright laws

Critical Thinking Skills

* Solve problems and draw conclusions

*Use databases and spreadsheet tools to test conclusions and hypotheses

Basic Study Skills

"* Speaking, presentation and communication skills"

*Select and use appropriate software to present ideas and conclusions

"*Create branching multimedia presentations including text, graphics and sound to communicate information visually, graphically, and artistically."

*Create a video production to convey ideas and information

*Use database and spreadsheet tools to present information and conclusions

* Mapping and graphing skills

"*Read and interpret information from graphs, charts, maps, globes, models, diagrams, tables, pictures, photographs, and political cartoons"

*Read and interpret information from databases and spreadsheets

*Create databases and spreadsheets to organize information

"*Incorporate charts, graphs, and tables into electronic documents"

* Reference Skills

*Select and use appropriate software for research purposes

"*Use a variety of electronic media such as the Internet, video discs, databases, spreadsheets, encyclopedias, almanacs, indexes and catalogs for information and research purposes"

*Use advanced search strategies to locate electronic information

*Use database and spreadsheet tools to explore and obtain information

"*Use telecommunication tools to locate, correspond, and collaborate with peers and subject matter experts involved in similar studies"

*Use telecommunications to participate in electronic learning communities

"*eliminate, retrieve and analyze information by using computers"

* Writing Skills

*Cite all information including electronic information using the MLA standard for citation of reference material

*Use concept mapping software to brainstorm and organize information

LEARNING OUTCOMES FOR GRADE SEVEN

"Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa and Asia from 500-1789 AD. 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, 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."

Content

World History and Geography: Medieval and Early Modern Times

Uncovering the Remote Past

"* To learn that archeologists and historians develop and adapt their theories on the past by looking for clues on legends, artifacts, fossils, written records and material culture in order to reconstruct past societies and their cultures"

Fall of Rome

- * To reconstruct a map of the Roman Empire at its height
- * To review the reign of Augustus and consider reasons for the fall of Rome
- * To appreciate the lasting contributions of Roman civilization

Growth of Islam

- * To examine Islam as a religion and a civilization whose influence continues to the present
- * To discuss the religious ideas of Mohammed for its ethical teachings and as a way of life
- ** To study the social structure of the Ottoman Empire, giving attention to the role of women, privileges of conquered people, slavery, political systems and legal codes"

African States in the Middle Ages and Early Modern Times

- "* To survey the geography of sub-Saharan Africa, including landforms, climate, vegetation, rivers and resources"
- ** To analyze the importance of an iron technology, geographic location and trade in the development of sub-Saharan empires of Ghana and Mali"

Civilization of the Americas

- "* To appreciate the accomplishments of the Mayan, Aztec and Incan civilizations"
- * To place these cultures in geographic and historical perspective with the use of time lines and maps
- ** To appreciate Mayan accomplishments in architecture, calendar, pictograph writing and astronomy"
- * To appreciate the Incas for their excellence in engineering and administration
- * To appreciate the Aztecs for their massive temple architecture and Aztec calendar

China

"* To examine Chinese culture and society during the Middle Ages, including Confucian thought"

"* To appreciate the Chinese development of great cities, the construction of large sea-going vessels, great technological progress, including the invention of the compass, gunpowder and printing"

* To become aware of the economic changes during the Tang Dynasty (AD 618-906)

* To become aware of the changes that occurred during the Mongol Ascendancy (AD 1264-1368)

* To become aware of the unification under one leader and the strong bureaucracy which occurred during the Ming Dynasty (AD 1405-1423)

"* To analyze Confucian thought, which led China to return to traditional values"

Japan

* To analyze the reign of Prince Shotoku as the focus of this time period (AD 592-632)

"* To observe how the close geographic proximity to China led to the borrowing of ideas, institutions and technology which led the Japanese to form their own unique culture"

* To learn that Buddhism was introduced and blended with Japan's Shinto religion

* To compare and contrast Chinese and Japanese poetry and paintings

Medieval Societies: Europe and Japan

"* To study the economic and political structure of feudal society, including the growth of towns, trade and technology"

* To compare and contrast Western Europe and Japanese societies during the Middle Ages

"* To recognize the common characteristics of various feudal systems, with military leaders"

"* To recognize the violations of human rights, including the persecution of the Jewish minority and the massacre of the Jewish people by the Crusaders"

"Europe during the Renaissance, the Reformation and Scientific Revolution"

"* To examine the unusually rich and important period whose effects continue to influence politics, religion, culture and the arts of the present day"

"* To become aware that Renaissance art reflected the advances in science, mathematics, engineering and human anatomy"

* To examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin and the history of the English bible

"* To examine the beginnings of modern science by recognizing the significance of scientific observation, mathematical proof and experimental science as developed by Galileo, Johannes Kepler, Francis Bacon, and Sir Issac Newton"

Early Modern Europe: The Age of Exploration to Enlightenment

* To map routes and empires of the Spanish and Portuguese explorations in the New World

* To review Aztec and Incan civilizations in order to place in perspective of the plunder and destruction of native cultures following the Spanish conquests

* To understand the origins of modern capitalism and economics

"* To study the Enlightenment and its impact on the future of Western political thought, including political ideas and institutions in the United States"

"* To examine the ideas that provoked the clash between reason and authority, between natural rights of human beings and the divine right of kings, between experimentation in science and dogmatic belief"

Linking the Past to the Present

- * To examine the political forces of the Western world and the rise of capitalism
- "* To examine the Enlightenment and the impact of the ideas of this period on Western society, especially the young American republic"
- * To consider the ways in which the ideas of Enlightenment and capitalism influence our nation and the world today.

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

*Explore the similarities and differences in the ways in which medieval and early modern civilizations met human needs and concerns

"*describe and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs and values of various civilizations contributed to the development and transmission of culture"

*explain the way in which medieval and early modern civilizations responded uniquely to their physical and social environments

"*understand the interconnection and relationship between Asian, African and European civilization in medieval and early modern times"

*understand the impact of Native American and European culture on the formation of subsequent American culture

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans regardless of any social or political structures. These rights begin with the right to life. *"

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*demonstrate an understanding that civilizations' world view was shaped and influenced by technological changes

"*identify and use key concepts such as chronology, change, conflict" and complexity to explain patterns of change and continuity in the medieval and early modern world

*describe the patterns of change within and across cultures throughout medieval and early modern civilizations

"*evaluate various sources, primary and secondary, to reconstruct" and reinterpret the past

"*develop empathy and critical analysis of values, attitudes and" behaviors of people in medieval and early modern times

*understand the chronology of events in medieval and early modern history as manifestations of cause and effect

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

"*use maps of the world to show understanding of relative location, "direction, size and shape"

"*use resources, charts, graphs, grid systems, atlases and internet "sources to interpret information about the medieval and early modern world

"*describe various landforms and geographic features, such as "mountains, plateaus, islands, rain forests, deserts and oceans; and understand time zones on a map"

*describe the significance of geography upon history throughout medieval and early modern world history

*examine patterns of human migration and growth in medieval and early modern times

*understand the impact of civilizations upon one another through migratory or military means

*understand the evolution of living environments from agricultural "to villages, towns and cities "

4 Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

*Describe the way medieval and early modern civilizations influenced the individual's daily life and personal choices

*identify events in medieval and early modern history that affected "individuals and influenced a particular mindset (i.e. the rise of Islam, "the Reformation, the effect of Spanish conquest of the Americas)"

"*identify and describe the influence of perception, attitudes, values "and beliefs on shaping individual belief systems and personal identity (i.e. varying attitudes of Europeans and Africans toward the institution of slavery)

"*identify and interpret examples of stereotyping, conformity and "altruism conveyed through sources and popular writings of the day

*work independently and cooperatively to accomplish goals

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

*Describe the individual's role as a member of a group and in society in general in the various civilizations of medieval and early modern times.

"*identify examples of medieval and early modern institutions (Feudalism, the Church, Mayan structure, Japanese Shogunates, etc) and describe the interactions of societies with these institutions"

*analyze and identify how groups and institutions met and or failed to meet the needs of individuals to promote the common good

"*describe examples of emerging religious systems, political and economic tensions in this period, and their impact upon governmental laws and policies"

*identify how groups and institutions throughout medieval and early modern history worked to meet individual needs and promote the common good

"*describe the emergence of Islam, and the resulting change in geopolitics"

*describe the emergence and significance of Christianity in the Roman Empire and Eastern Europe (including Russia)

"*describe and identify the various Christian groups that emerged out of the Reformation, and analyze the effect of the Reformation upon the early modern world."

6 "Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

"*describe the purpose of government and how its powers are acquired," and how governments change and evolve in various civilizations throughout the medieval and early modern eras

*demonstrate an understanding of the roles of political and religious leaders in the various civilizations and religious institutions of the medieval and early modern world

*explain the conditions that affected both conflict and cooperation in emerging world civilizations

*describe and compare the various forms of government that emerged

and developed during both medieval and early modern times

"*explain the evolution of the concept of "nation-state" as it developed and influenced various cultures and civilizations in early modern history

7 "Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

"*explain the significance of Manorialism to the economic, political and religious structure of the medieval periods in various civilizations"

*understand and describe the significance of trade in shaping and defining the early modern world civilizations

"*appreciate the effect that trade and the distribution of goods throughout the world caused in shaping a "world dependency" on" supply and demand

*explain how values and beliefs influenced different economic decisions within early modern civilizations

"*compare basic economic systems according to who determines what is produced, distributed and consumed in early modern civilizations"

"8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth. *

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*describe and analyze the influence of technological invention and innovation on the development and sophistication of civilizations

*analyze and compare the technological and scientific achievements of various civilizations throughout the medieval and early modern historical eras

"*understand how scientific and technological innovation shapes, and influences political, economic, religious and social institutions"

9. Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

*analyze the conflicts and interdependence that emerged on a world scale in medieval and early modern history

"*analyze global influences on the sophistication of language, religion, culture, trade and growth throughout medieval and early modern times"

"analyze the significance of exploration, conquest, war and cooperation on world history"

*demonstrate an understanding of human rights and the violation of human rights as it applies to historical and cultural development in world history

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

*examine the origins and continuing influence of key ideals of the Enlightenment upon the early modern world

*examine the basic principles and ideals that were the underpinnings of various civilizations and institutions in the medieval and early modern world

"*give examples of both rights and responsibilities, and the violation of rights in various civilizations in medieval and early modern times"

"*compare and contrast the concept of "citizen" and the role of civic participation in civilizations of early modern history, especially as a result of the Enlightenment"

Skills

Participation Skills

* Personal skills

"* Sensitivity to the needs, problems and aspirations of others"

*Able to express personal convictions

*Understanding people as individuals rather than stereotypical members of a particular group

*Able to adjust behavior to work effectively with others

*Recognizes personal biases and prejudices

*Respect for other cultures and various family systems

*Able to express personal convictions

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Able to participate in group discussion

*Able to work with other students in a small group

"*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"

*Able to assume leadership of a group or work with other students acting as a leader

*Able to persuade and compromise to achieve a group goal

*Able to debate/negotiate on an issue

*Ability to confront controversial issues in ways that work toward reasoned solutions free of aggressions that destroy group relations

*Ability to participate in role-playing and simulation games

*Ability to participate in peer and cross age tutoring

- * Social and political participation skills
- *Willingness to accept the consequences of one's own actions
- *Willingness to work to resolve injustices
- *Commitment to accept social responsibility associated with citizenship
- *Recognizes and identifies issues that require social action
- "*Willingness to work to influence those in political power to preserve and extend justice, freedom, equality and human rights"
- "*Willingness to work to preserve and extend justice, freedom, equality and human rights"
- *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions leading to deeper and clearer understanding of an issue
- *Determine which information is relevant
- *Make distinctions between verifiable and unverifiable information
- *Distinguish between essential and incidental information

- * Judge information related to a problem
- *Determine if information is relevant
- *Sort relevant information from irrelevant information
- "*Distinguish between fact, opinion, and reasoned judgement"
- *Determine consistency of statements
- *Identify unstated assumptions
- "*Recognize stereotypes, cliches, bias, propaganda and semantic slanting"
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- "*Predict the probable consequences of an event, series of events, or a policy proposal"
- *Decide whether information is sufficient in quality and quantity to draw a conclusion
- *Test conclusions or hypotheses

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented
- *Able to understand the specialized language used in historical research and social science disciplines

* Speaking skills

- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure
- "*Able to organize and express ideas clearly in speeches , both informative and persuasive"

* Map and graph skills

- "*Read, create and interpret simple graphs, maps, globes models, diagrams, tables, pictures, photographs, and political cartoons"
- *draw a simple graph or chart with direction

"*Draw a simple map with labels including a legend, scale and compass rose"
*Read and interpret time zones

* Reference Skills

*Able to use community resources
*Read various forms of literature from primary and secondary source materials
"*Able to locate, select and organize information from written " sources such as: internet sources, books, periodicals, " dictionaries, government documents and encyclopedias"
*Able to retrieve and analyze information by using technology and other electronic media
"*Able to acquire information by analyzing art, music, and architecture
*Able to acquire information by interviewing subjects

* Writing Skills

*Able to organize and express ideas clearly in writing
*Able to take notes
*Able to outline from notes taken
*Able to write a bibliography
*Able to write a research report
*Able to write quality essays

Time Management

*Able to study for and perform satisfactorily using various test formats

Technology Skills

Participation Skills

Moral and Ethical Use...Responsible Use

*Demonstrate ethical use at all times with regard to electronic media
*Demonstrate ethical and legal behavior regarding intellectual property
*Understand and abide by all copyright laws

Critical Thinking Skills

* Solve problems and draw conclusions
*Use databases and spreadsheet tools to test conclusions and hypotheses

Basic Study Skills

"* Speaking, presentation and communication skills"
*Select and use appropriate software to present ideas and conclusions
"*Create branching multimedia presentations including text, graphics and sound to communicate information visually, graphically, and artistically."
*Create a video production to convey ideas and information
*Use database and spreadsheet tools to present information and conclusions

* Mapping and graphing skills

"*Read and interpret information from graphs, charts, maps, globes, models, diagrams, tables, pictures, photographs, and political cartoons"
*Read and interpret information from databases and spreadsheets
*Create databases and spreadsheets to organize information
"*Incorporate charts, graphs, and tables into electronic documents"

* Reference Skills

*Select and use appropriate software for research purposes

"*Use a variety of electronic media such as the Internet, video discs, databases, spreadsheets, encyclopedias, almanacs, indexes and catalogs for information and research purposes"

*Use advanced search strategies to locate electronic information

*Use database and spreadsheet tools to explore and obtain information

"*Use telecommunication tools to locate, correspond, and collaborate with peers and subject matter experts involved in similar studies"

*Use telecommunications to participate in electronic learning communities

"*eliminate, retrieve and analyze information by using computers"

* Writing Skills

*Cite all information including electronic information using the MLA standard for citation of reference material

*Use concept mapping software to brainstorm and organize information

LEARNING OUTCOMES FOR GRADE EIGHT

"Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War 1, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in 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."

Content

United States History and Geography: Growth and Conflict

Connecting with the Past- Colonial

- * To review the founding of the Colonies with emphasis on the democratic institutions and Judeo-Christian heritage
- ** To review the development of an economy based on agriculture, commerce and handicraft manufacturing"
- * To look at the development of regional differences

Connecting with the Past - A New Nation

- * To become familiar with the moral and political ideas of the Great Awakening
- * To read and study the Declaration of Independence and other documents of the times
- * To review the course of the Revolutionary War and know the major contributions and its effect on France and other nations

The Constitution of the United States

- * To concentrate on the shaping of the Constitution and the nature of the government it created
- * To analyze the issues that divided the founding fathers and examine the nature of the compromises they made
- * To recognize the two great achievements of the Constitution
 - a) the creation of a democratic government based on the consent of the governed
 - b) the creation of a government that has lasted over 200 years

Launching the Ship of State

- * To appreciate the enormous task that faced the new nation and its leaders
- * To analyze the connection between education and democracy
- * To examine the daily lives of ordinary people

The Divergent Paths of the American People - 1800-1850

The West

- ** To study the deep influence exerted by the West on the politics, economy, mores, and future of the country"
- * To study the Jacksonian Era and the influence of the common man on the future of the nation
- ** To know the story of the "Manifest Destiny" and territorial expansion of the United States"

The Northeast

"* To understand how inventions between 1790 and 1850 transformed manufacturing, communication, transportation, mining and agriculture"
* To see how the age of reform that followed made life better for the unfortunate and expanded opportunities for man

The South

"* To understand the divergent nature of the South's slave-based economy, and how it was at odds with the West and Northeast"
* To study the history of slavery and the abolitionist movement in the country

Toward a More Perfect Union - 1850-1879

* To concentrate on the causes and consequences of the Civil War
* To understand that the Civil War was a watershed in American history in that it preserved the Union and demolished the southern way of life
* To study the Reconstruction Era and understand how its government raised and eventually dashed the hopes of Black Americans

The Rise of Industrial America 1877-1914

"* To understand the transformation of the nation by: the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of a national transportation network, a flood of immigration from southern and central Europe, the growth of cities, the accumulation of great fortunes, and the rise of labor"
* To analyze the reaction to change through the progressive reforms
* To study the growth of the U.S. beyond its borders and the implication and application of the Monroe Doctrine

Linking the Past to the Present

* To examine the transformation of social conditions from 1914 to the present
* To understand the role of the Constitution as a mechanism to guarantee the rights of the individual

THEMES

1. Culture

"Solidarity expresses the Catholic image of the Mystical Body, that we are one human family, regardless of our national, racial, ethnic, economic and ideological differences. * (all quotes are from Sharing Catholic Social Teaching: Reflections of the U.S. Bishops, U.S. Catholic Conference, 1998)"

"The social studies program should provide for the study of culture and cultural diversity, so the learner can:"

"*understand the growing colonial disconnection from British culture, and the emergence of a new American identity"

*describe the profound changes in American lifestyle caused by the various waves of forced and voluntary immigration

*understand the impact of the fulfilled and unfulfilled expectations for immigrants caused by the American dream

*re-connect with the importance for cultural and ethnic diversity in American society

2. Time, Continuity and Change"

"Each person, reflecting their God-given dignity, has basic rights and responsibilities that flow from our human nature and belong to us as humans

regardless of any social or political structures. These rights begin with the right to life. *

"The social studies program should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:"

*know and understand the chronology of events in U.S. history as manifestations of cause and effect

"*describe key concepts related to time periods in American history, such as the Age of Jackson, the Gilded Age, the Railroad Age, etc."

3. People, Places and Environments"

Use of the resources of the universe cannot be separated from respect for the integrity of creation and a commitment to its preservation. *

"The social studies program should include experiences that provide for the study of people, places, and environments, so that the learner can:"

*demonstrate and understanding of changes in western landscape caused by western exploration and settlement

"*understand more complex geographic terms such as mesa, delta, isthmus, etc."

*understand how different map projections give different information

*compare and contrast evidence such as photographs or drawings about the past

"*explain American urban life caused by industrialization, and resulting immigration"

"* know how increasingly social, economic, political and environmental problems are unrestricted by national borders"

4. Individual Development and Identity

"No relationship is more central than the family. It is where we learn about moral principals and where we learn to act on them. The state and all other institutions have an obligation to respect the family and to foster and protect it, not to undermine it. *"

"The social studies program should include experiences that provide for the study of individual development and identity, so that the learner can:"

"*understand the development of democratic institutions founded in Judeo-Christian religious thinking, and English parliamentary traditions"

"*recognize how the election of Andrew Jackson in 1828 reflected the steady expansion of white male suffrage, and symbolized the shift of political power toward the western frontier"

*understand what life was like for young people in the early 1800's in order to appreciate the crusade for universal public education

*describe the major impetus that the abolitionist movement gave to the women's rights movement

"*understand the impact that the institution of slavery had on politics, economy, sociology and cultural development of the South"

"*explore the stories of white and black abolitionists, and of slave rebellions"

"*understand thoroughly the Civil War as a watershed in American history, including an understanding of how the war resolved a challenge to the very existence of the nation, and demolished an American way of life "

*understand how the Civil War created a prototype of modern warfare

*understand that when society works for the common good it encompasses an overriding respect for individual rights

5. Individuals, Groups, and Institutions"

"A basic moral test of a society is how its most vulnerable members are faring. Our call as Christians is to respond to the needs of all our brothers and sisters, especially those with the greatest needs. *"

"The social studies program should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:"

*understand the moral and political ideas of the Great Awakening and its effect on the development of revolutionary fervor

*understand the democratizing effect of frontier life on relations between men and women

*understand Alexis de Tocqueville's observations about America's national character and institutions

*explore the impact of Manifest Destiny on Native Americans and Mexicans

*understand the connection between African culture to slave life

"*trace the progression of African Americans through Reconstruction, and through the Civil Rights movement in the 1960's"

"*appreciate that the concept of "community" involves setting aside of individual goals and private interest for the sake of the common good"

6 "Power, Authority and Governance"

"A central moral test of political, legal, and economic institutions is what they do to people, what they do for people, and how people might participate in them. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *"

"The social studies program should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:"

*demonstrate an in-depth knowledge and understanding of the events and ideas that led up to the American War for Independence

"*analyze and understand governmental compromises that preserved the institution of slavery, including the 3/5 Compromise, the slave importation clause, and the fugitive slave law"

*recognize how the American Revolution transformed slavery into a sectional institution (between North and South)

*understand how the War of 1812 reinforced the sovereignty of the United States

"*explore the rise of the labor movement, and the changing role of government in improving social and economic conditions"

*recognize the emergence of the United States from weak young nation into a world power

*understand that political authority must always be exercised according to a legitimately established legal order

7 "Production, Distribution and Consumption"

"In Catholic teaching, the economy exists to serve people, not the other way around. *"

"The social studies program should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:"

"*recognize the agricultural, commercial and manufacturing bases in colonial economies"

"*give examples of periods of economic boom and bust, and understand how those periods created both progress and poverty"

*understand the economic and social problems caused by the changeover from an agrarian to an industrial nation

*appreciate that nations who enjoy abundance are obliged to attend to the needs of nations in which poverty and hunger abound

8. Science, Technology and Society"

Respect for the Creator is demonstrated by our care for creation. Our commitment to the common good and our concern for our neighbors and for generations yet to come require responsible stewardship of the earth.*

"The social studies program should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:"

*understand how inventions between 1790 and 1850 transformed manufacturing and transportation

*appreciate the technological and scientific advancements of the north as the manufacturing center of the U.S. prior to the Civil War

*understand the significance of major innovations and improvements in agriculture to the institution of slavery in the South

9 Global Connections

"We are also called to work for justice. In our daily lives, through our roles at work, in our communities, in our families, and as citizens, we are called to participate in shaping a social order that promotes just relationships and safeguards human rights. *"

"The social studies program should include experiences that provide for the study of global connections and interdependence, so that the learner can:"

"*understand the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights, and the writings of the Enlightenment thinkers"

"*appreciate the global significance of the American War for Independence, the Civil War, and other international altercations involving the United States government"

"*distinguish between immigration and emigration, and appreciate the importance of both in United States history"

*understand the importance of nuclear disarmament as a global issue

10. Civic Ideals and Practices

The right to participate in society must be promoted and protected by the state and other institutions. With the right to participate comes an obligation to participate in the life of the community and in the structures that shape public life. We have a responsibility to exercise our right to participate in a fair and equitable way for the good of all. *

"The social studies program should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:"

"*understand the connection of early colonial self-government, such as the House of Burgesses, the Mayflower Compact, and the New England town meeting, to the ideas of English and Greek democracies"

*understand the crucial connection between education and a functioning democratic system

Skills

Participation Skills

* Personal skills

"* Sensitivity to the needs, problems and aspirations of others"

*Able to express personal convictions

*Understanding people as individuals rather than stereotypical members of a particular group

*Able to adjust behavior to work effectively with others

*Recognizes personal biases and prejudices

*Respect for other cultures and various family systems

*Able to express personal convictions

* Interaction skills

*Willingness to listen to differing views

*Willingness to work to resolve conflict with others

*Able to participate in group discussion

*Able to work with other students in a small group

"*Able to participate in making decisions, setting goals, planning, and able to take action in a group setting"

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*Able to debate/negotiate on an issue

*Ability to confront controversial issues in ways that work toward reasoned solutions free of aggressions that destroy group relations

*Ability to participate in role-playing and simulation games

*Ability to participate in peer and cross age tutoring

* Social and political participation skills

*Willingness to accept the consequences of one's own actions

- *Willingness to work to resolve injustices
- *Commitment to accept social responsibility associated with citizenship
- *Recognizes and identifies issues that require social action
- "*Willingness to work to influence those in political power to preserve and extend justice, freedom, equality and human rights"
- "*Willingness to work to preserve and extend justice, freedom, equality and human rights"
- *Awareness of the environment and recognizing responsibility to maintain the balance of nature

Critical Thinking Skills

- * Define and clarify problems
- *Identify central issue or problem
- *Formulate appropriate questions leading to deeper and clearer understanding of an issue
- *Determine which information is relevant
- *Make distinctions between verifiable and unverifiable information
- *Distinguish between essential and incidental information

- * Judge information related to a problem
- *Determine if information is relevant
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- *Determine consistency of statements
- *Identify unstated assumptions
- "*Recognize stereotypes, clichés, bias, propaganda and semantic slanting"
- *Evaluate information based on a Christian set of values
- *Compare data

- * Solve problems and draw conclusions
- *Identify alternative solutions to a problem
- "*Predict the probable consequences of an event, series of events, or a policy proposal"
- *Decide whether information is sufficient in quality and quantity to draw a conclusion
- *Test conclusions or hypotheses

Basic Study Skills

- * Listening and observing skills
- *Able to focus and listen while information is presented
- *Able to understand the specialized language used in historical research and social science disciplines

- * Speaking skills
- *Able to participate in group discussion
- *Able to express ideas in a group
- *Able to present ideas to a larger group (class) with appropriate composure
- "*Able to organize and express ideas clearly in speeches , both informative and persuasive"

- * Map and graph skills
- "*Read, create and interpret simple graphs, maps, globes models, diagrams, tables, pictures, photographs, and political cartoons"
- *draw a simple graph or chart with direction
- "*Draw a simple map with labels including a legend, scale and compass rose"
- *Read and interpret time zones

* Reference Skills

*Able to use community resources

*Read various forms of literature from primary and secondary source materials

"*Able to locate, select and organize information from written "sources such as: internet sources, books, periodicals, "dictionaries, government documents and encyclopedias"

*Able to retrieve and analyze information by using technology and other electronic media

"*Able to acquire information by analyzing art, music, and "architecture

*Able to acquire information by interviewing subjects

* Writing Skills

*Able to organize and express ideas clearly in writing

*Able to take notes

*Able to outline from notes taken

*Able to write a bibliography

*Able to write a research report

*Able to write quality essays

* Time Management

*Able to study for and perform satisfactorily using various test formats

Technology Skills

Participation Skills

* Moral and Ethical Use...Responsible Use

*Demonstrate ethical use at all times with regard to electronic media

*Demonstrate ethical and legal behavior regarding intellectual property

*Understand and abide by all copyright laws

Critical Thinking Skills

* Solve problems and draw conclusions

*Use databases and spreadsheet tools to test conclusions and hypotheses

Basic Study Skills

"* Speaking, presentation and communication skills"

*Select and use appropriate software to present ideas and conclusions

"*Create branching multimedia presentations including text, graphics and sound to communicate information visually, graphically, and artistically."

*Create a video production to convey ideas and information

*Use database and spreadsheet tools to present information and conclusions

* Mapping and graphing skills

"*Read and interpret information from graphs, charts, maps, globes, models, diagrams, tables, pictures, photographs, and political cartoons"

*Read and interpret information from databases and spreadsheets

*Create databases and spreadsheets to organize information

"*Incorporate charts, graphs, and tables into electronic documents"

* Reference Skills

*Select and use appropriate software for research purposes

"*Use a variety of electronic media such as the Internet, video discs, databases, spreadsheets, encyclopedias, almanacs, indexes and catalogs for information and research purposes"

*Use advanced search strategies to locate electronic information

*Use database and spreadsheet tools to explore and obtain information

"*Use telecommunication tools to locate, correspond, and collaborate with peers and subject matter experts involved in similar studies"

*Use telecommunications to participate in electronic learning communities

"*eliminate, retrieve and analyze information by using computers"

* Writing Skills

*Cite all information including electronic information using the MLA standard for citation of reference material

*Use concept mapping software to brainstorm and organize information

Bibliographical Resources

"The following bibliographical resources were used to develop the Social Studies Curriculum for the Diocese. Copies of the books listed are available at the School Department, and can add valuable perspective to developing a comprehensive curriculum for every grade level. "

1. History-Social Science Framework for California Public Schools
"1997 Updated Edition, California State Board of Education"

2. Expectations of Excellence Curriculum Standards for Social Studies
"Developed for the National Council for the Social Studies, 1994"

3. National Standards for History
"National Center for History in the Schools, 1996"

4. National Geography Standards Geography for Life
"National Geographic Research and Exploration, 1994"

5. From the Ground Up: Teaching Catholic Social Principles in Elementary
" Schools National Catholic Educational Association, 1999"

5. Sharing Catholic Social Teaching Challenges and Directions
"Reflections of the U.S. Catholic Bishops, 1998"

6. Charting a Course: Social Studies for the 21st Century
"National Commission on Social Studies in the Schools, 1989"

7. Building a History Curriculum: Guidelines for Teaching History in
"Schools Educational Excellence Network, 1989"

"8. Geography: Themes, Key Ideas, and Learning Opportunities K-12"
"Geographic Education National Implementation Project, 1989"

9. Renewing the Social Studies Curriculum
ASCD (Walter C. Parker) 1991

POSITION STATEMENTS

Multi-Cultural and Cultural Diversity

"The goal of the Catholic schools in the Diocese of Oakland is to respect and embrace the cultural diversity of each student. We need to be sensitive and

recognize the students' cultural differences in our classrooms and the entire school community. We can do this by affirming each student who brings his or her personal experiences, stories, and circumstances with him or her to the classroom. By incorporating the Gospel Values of respect, fairness, and acceptance we value the challenges that cultural diversity brings to all. Recognizing these cultural diversities as a wonderful resource can bring our entire Social Studies Curriculum alive and meaningful to each student."

Ideas to consider when bringing the importance of cultural diversity to the social studies classroom:

- * Develop a rich understanding of the importance of living in a respectful community

- "* Use people as resources from your own community to enhance the value of having cultural diversity in the classroom; i.e. grandparents, civic leaders, multi-cultural leaders"

- * Develop cross-curriculum lessons and materials to show the correlation and recognition of cultural diversity

- * Highlight the teaching of respect for each person as a unique individual

- "* Examine art, music, legends, and stories from multi-cultural sources now and long ago"

- * Apply Christian values and virtues to every aspect of the students' lives

- "* Encourage students to share their cultural differences; i.e. clothing, food, celebrations, etc."

- "* As educators, learn and understand more about the cultural domain in which students live. This will help to make the curriculum relevant to all. "

- * Examine first what we share in common. Then consider elements that make our families culturally unique.

Bibliography

"Joyce, Taylor Gibson, (1999). Developing Strategies and Practices for Culturally Diverse Classrooms. Christopher-Gordon Publishers, Inc."

"Martin, Shane (1996). Cultural Diversity in Catholic Schools. Washington D.C.: National Catholic Educational Association"

"Richard, Amato, Patricia and Marguerite Ann Snow. (1992). The Multi-Cultural Classroom. Addison-Wesley Publishing Co., Inc."

"1 From the Ground Up, Teaching Catholic Social Principles in Elementary Schools; 1999, National Catholic Educational Association, pg. 5 - 34
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