



Social Studies Curriculum Framework

Social Studies Curriculum Framework

Archdiocese of Louisville

College, Career, and Civic Life: C3 Framework for Social Studies Standards provides a vision for Social Studies education. It is designed to guide states, districts, and dioceses in the creation of Social Studies standards.

Inquiry Arc

In today's world, the Archdiocese of Louisville recognizes that inquiry is at the center of all learning. The Inquiry Arc represents a frame for teaching and learning Social Studies. There are four dimensions to the Inquiry Arc which should be integrated into daily instruction.

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

The Archdiocese of Louisville Social Studies Curriculum Framework was adapted from the **New York State K-8 Social Studies Framework**. That document was created by the New York State Education Department and the University of New York.

Archdiocese of Louisville Social Studies Curriculum Framework

Social Studies Practices

The Social Studies Practices span all areas of Social Studies and represent a progression from Kindergarten through Grade 12. These practices develop the social science and historical thinking skills students will need to be civic minded and stewardly citizens of our world. The Social Studies Practices include:

- Gathering, Interpreting, and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation

Archdiocese of Louisville Social Studies Curriculum Framework

Focus for Each Grade Level

In the Archdiocese of Louisville Social Studies Curriculum Framework, each grade level has a particular focus. These include:

Kindergarten – Self and Others

Grade One – My Family and Others, Now and Long Ago

Grade Two – My Community and Other Communities

Grade Three – Communities around the World

Grade Four – Kentucky History and Geography and Regions of the United States

Grade Five – Western Hemisphere

Grade Six – Eastern Hemisphere

Grade Seven – United States History from the Early Days until the End of the Civil War

Grade Eight – Reconstruction until Modern Times

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Archdiocese of Louisville Social Studies Curriculum Framework Kindergarten

Kindergarten

In Kindergarten, students study “Self and Others” in the context of their immediate surroundings. They learn about similarities and differences between children, families, and communities, and about holidays, symbols, and traditions that unite us as Americans. Students learn about respect for others and rights and responsibilities of individuals.

The goal for Kindergarten students is to wonder and reason, building a rich foundation of inquiry. Students will explore, question, and investigate important social elements in their environment.

Through the Practices in the Inquiry Arc, students will:

- come to the understanding of civic-mindedness
- use their personal experiences to explore possible reasons for events, leading to the idea that historical events are driven by cause and effect
- question and evaluate the motivations behind economic decision-making
- investigate relationships between the environment and their communities

Students will begin to develop the essential practices of determining compelling questions to guide their exploration and evaluating information to plan and implement appropriate actions to address authentic problems.

**Archdiocese of Louisville Social Studies Curriculum Framework
Kindergarten**

Social Studies Practices - Kindergarten		
<p>K.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>K.A.1 Ask questions. K.A.2 Recognize forms of evidence used to make meaning in social studies. K.A.3 Identify the differences and similarities between a globe and a map. K.A.4 Identify opinions expressed by others.</p>	<p>K.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>K.B.1 Retell an important life event in sequential order. K.B.2 Understand the concept of time measurements, including days, weeks, and months. K.B.3 Identify causes and effects, using an example from his/her family life. K.B.4 Identify change over time in his/her life. K.B.5 Identify events of the past, present, and future in his/her life. K.B.6 Identify routines and patterns in his/her life.</p>	<p>K.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>K.C.1 Identify similarities and differences between home and school. K.C.2 Identify similarities and differences between him/her and others.</p>
<p>K.D. Geographic Reasoning <i>Students will independently and collaboratively:</i></p> <p>K.D.1 Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations such as maps, photographs, satellite images, and models. K.D.2 Identify natural events or physical features such as land, water, air, and wind. K.D.3 Describe how the environment affects his/her activities. K.D.4 Identify a pattern. K.D.5 Identify examples of human activities that change a place. K.D.6 Identify personal information (e.g., address and phone number). K.D.7 Recognize iconic United States symbols (e.g., United States flag, bald eagle, Liberty Bell).</p>	<p>K.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i></p> <p>K.E.1 Identify examples of scarcity and choices made due to scarcity. K.E.2 Identify examples of goods and services. K.E.3 Identify what money is and how it is used in society. K.D.4 Identify the difference between needs and wants.</p>	<p>K.F. Civic Participation <i>Students will independently and collaboratively:</i></p> <p>K.F.1 Demonstrate respect for the rights of others. K.F.2 Participate in activities focusing on issues in the classroom or school. K.F.3 Identify the role of the individual in classroom participation. K.F.4 Show respect in issues involving differences and conflict. K.F.5 Identify acceptable social actions required for particular situations. K.F.6 Identify the principal and priest and their role within the school. K.F.7 Identify and follow rules in the classroom and school. K.F.8 Identify personal information (e.g., address, phone number, birth date, first and last name). K.F.9 Participate in the Pledge of Allegiance.</p>

**Archdiocese of Louisville Social Studies Curriculum Framework
Kindergarten**

Individual Development and Cultural Identity

K.ID.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

K.ID.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

** Students will use a variety of information to develop their sense of self.*

K.ID.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

** Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.*

K.ID.2 Children, families, and communities exhibit cultural similarities and differences.

K.ID.2a Each person is unique but also shares common characteristics with other family, school, and community members.

** Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.*

K.ID.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.

** Students will explain how their families celebrate birthdays or other special days.*

K.ID.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.

** Students will learn about and respect individual differences.*

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K.ID.3 Symbols and traditions help develop a shared culture and identity within the United States.

K.ID.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.

- * *Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.*

K.ID.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

- * *Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, and Independence Day are celebrated.*
- * *Students will identify American symbols, such as the Liberty Bell and the bald eagle.*
- * *Students will learn the Pledge of Allegiance.*
- * *Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.*
- * *Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America".*

Guided Questions

- * What are the similarities and differences between you and your classmates?
- * What activities do you and your family do together?
- * What do American symbols represent?

Catholic Identity Connections

- * Students understand that they are a gift from God.
- * Students respect and care for all of God's creations.
- * Students appreciate relationships in family, school, and church.

**Archdiocese of Louisville Social Studies Curriculum Framework
Kindergarten**

Civic Ideals and Practices

K.CI.1 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.CI.1a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

- * *Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, and discrimination).*

K.CI.1b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

- * *Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).*

K.CI.2 Rules affect children and adults, and people make and change rules for many reasons.

K.CI.1c Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- * *Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed.*

K.CI.1d People in authority make rules and laws that provide for the health and safety of all.

- * *Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to another area).*

K.CI.1e Children and adults have opportunities to contribute to the development of rules and/or laws.

- * *Students will be given an opportunity to create new rules as needed for class activities.*

Guided Questions

- * What are the different expectations at home and at school?
- * Why are rules important?
- * What are the basic needs of a family?

Catholic Identity Connections

- * Students strengthen their personal relationship with God.
- * Students are able to turn to God for guidance.
- * Students show respect and participate during daily prayer.

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Kindergarten**

Geography, Humans, and the Environment

K.G.1 Maps and globes are representations of the Earth's surface that are used to locate and better understand places and regions.

K.G.1a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

* *Students will identify the differences and similarities between a globe and a map.*

K.G.1b Places and regions can be located on a map or globe, using geographic vocabulary.

* *Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital).*

K.G.1c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

* *Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).*

K.G.2 People and communities are affected by and adapt to their physical environment.

K.G.2a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

* *Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.*

Guided Questions

- * What do maps and globes tell us?
- * How do weather, seasons, and climate affect our daily activities?
- * How do we communicate directions?

Catholic Identity Connections

- * Students identify God throughout nature.
- * Students understand that God created the world.
- * Students practice respect and care for all creation.

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Kindergarten**

Time, Continuity, and Change

K.TC.1 The past, present, and future describe points in time and help us examine and understand events.

K.TC.1a Specific words and phrases related to chronology and time should be used when recounting events and experiences.

- * *Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).*

K.TC.1b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- * *Students will retell a story and explain the value, idea, tradition, or important event that is expressed.*

Guided Questions

- * How do we express the sequence of events in a particular situation?
- * How do stories change over time and with different people telling the story?
- * What are important events and stages in our lives?

Catholic Identity Connections

- * Students illustrate a basic understanding of certain traditions in the Church.
- * Students are introduced to the six days of Creation.
- * Students show understanding of the value of prayer.

**Archdiocese of Louisville Social Studies Curriculum Framework
Kindergarten**

Economic Systems

K.ES.1 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

K.ES.1a A need is something that a person must have for health and survival, while a want is something that a person would like to have.

- * Students will identify basic needs (food, clothing, and shelter).
- * Students will distinguish between a need and a want.

K.ES.1b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

- * Students will identify examples of goods and services.

K.ES.1c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- * Students will identify examples of scarcity.

Guided Questions

- * What is the difference between a need and a want?
- * What are examples of goods and services?
- * What is the importance of money?

Catholic Identity Connections

- * Students are introduced to spiritual needs and wants.
- * Students engage in service to the community in response to the Gospel call.
- * Students exercise responsible stewardship toward all creation.

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Kindergarten**

Connections to English Language Arts and Literacy - Kindergarten

K.A. Reading Standards for Informational Text

Key Ideas and Details

- K.A.1 With prompting and support, ask and answer questions about key details in a text.
- K.A.2 With prompting and support, identify the main topic and retell key details of a text.
- K.A.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- K.A.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.A.5 Identify the front cover, back cover, and title page of a book.
- K.A.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- K.A.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in a text an illustration depicts).
- K.A.8 With prompting and support, identify the reasons an author gives to support points in a text.
- K.A.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- K.A.10 Actively engage in group reading activities with purpose and understanding.

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First Grade**

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**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

First Grade

In First Grade, students learn about “My Family and Other Families, Now and Long Ago.” Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced. The students will increase their geography skills through the use of maps and directions.

The goal for first graders is to deepen their understanding of all Practices in the Inquiry Arc.

Students will:

- make sense of relationships and interactions through cause and effect thinking
- question how roles and responsibilities in their communities relate to rules and decision-making
- develop historical-thinking skills by questioning and evaluating sources
- foster economic decision-making by asking questions and evaluating their roles as consumers
- develop geographic-reasoning skills that will challenge students to see relationships between cultures and the environment
- develop an understanding of how family, traditions, and culture are important to communities

Students will develop an understanding of how these concepts affect their world and see themselves as contributors to the solutions. By the end of first grade, these young learners will be equipped to ask relevant questions and make connections to the world they know.

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First Grade**

Social Studies Practices - Grade 1		
<p>1.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>1.A.1 Develop questions about his/her family. 1.A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as artm photographs, artifacts, oral histories, maps, and graphs). 1.A.3 Identify the creator and/or author of different forms of evidence. 1.A.4 Create an understanding of the past by using primary and secondary sources. 1.A.5 Identify opinions of others.</p>	<p>1.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>1.B.1 Understand the concept of time measurements, including days, weeks, months, and years. 1.B.2 Retell a real-life family event in sequential order. 1.B.3 Identify causes and effects, using examples from his/her family life. 1.B.4 Identify events of the past, present, and future in his/her family life. 1.B.5 Recognize and identify patterns of continuity in his/her family.</p>	<p>1.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>1.C.1 Identify similarities and differences between communities. 1.C.2 Identify similarities and/or differences between him/her and others, with detail. 1.C.3 Understand the concepts of geography, economics, and history that apply to his/her family.</p>
<p>1.D. Geographic Reasoning <i>Students will independently and collaboratively:</i></p> <p>1.D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations such as maps and models. 1.D.2 Describe where places are in relation to each other. 1.D.3 Identify human-made features; identify natural events or physical features. 1.D.4 Describe how environment affects his/her and other people's activities. 1.D.5 Identify a pattern and a process. 1.D.6 Describe how human activities alter places.</p>	<p>1.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i></p> <p>1.E.1 Explain how needs and wants affect choices made by family and community groups, and identify costs and benefits associated with these choices. 1.E.2 Distinguish between a consumer and a producer and their relationship to goods and services. 1.E.3 Explain how people earn money and other ways that people receive money.</p>	<p>1.F. Civic Participation <i>Students will independently and collaboratively:</i></p> <p>1.F.1 Demonstrate respect for the rights of others in discussions involving differences and conflicts. 1.F.2 Participate in activities that focus on a classroom or school issue or problem. 1.F.3 Identify rights and responsibilities within the classroom, school, and community. 1.F.4 Identify the role of the individual in classroom and school participation. 1.F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict. 1.F.6 Identify social actions that are acceptable for particular situations. 1.F.7 Identify the president of the United States and the school principal and their leadership responsibilities. 1.F.8 Identify different political systems.</p>

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Individual Development and Cultural Identity

1.ID.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.ID.1a Families are a basic unit of all societies, and different people define family differently.

** Students will listen to stories about different families and will identify characteristics that are the same and different.*

1.ID.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

** Students will identify traditions that are associated with their families, and tell why the tradition is important.*

1.ID.1c Awareness of America's rich diversity fosters intercultural understanding.

** Students will compare the cultural similarities and differences between various ethnic and cultural groups.*

1.ID.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.ID.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

** Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.*

** Students will explain when and why national holidays such as Labor Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, and Independence Day are celebrated.*

1.ID.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.

** Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as "America the Beautiful", "America" ("My Country 'Tis of Thee"), and "The Star Spangled Banner" and begin to understand the general meaning of the lyrics.*

Guided Questions

- * How do family customs and traditions help shape the identity and culture of a family?
- * How do the beliefs, customs, and traditions of diverse groups help shape communities?
- * How does the study of significant historical figures, events, and symbols impact and enrich our American cultural identity?

Catholic Identity Connections

- * We are called to honor the family as part of our Church community.
- * Jesus asks us to treat everyone with love and respect despite different cultures, customs, and beliefs.
- * It is important that we honor and respect our country and recognize the cultural similarities and differences within.

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Civic Ideals and Practices

1.CP.1 A citizen is a member of a community or group. Students are citizens of their local and global communities.

1.CP.1a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

** Students will participate in group activities and contribute to the work of the group.*

1.CP.1b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

** Students will explain the traits of a responsible citizen and model actions of responsible citizens.*

1.CP.1c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

** Students will discuss ways that they can protect and respect our world and its people.*

1.CP.2 People create governments in order to ensure peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

1.CP.2a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.

** Students will discuss the differences between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules.*

1.CP.2b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

** Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.*

** Students will begin to understand the role of leadership in our community and our country.*

1.CP.2c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

** Students will be given opportunities to solve problems, make decisions, and resolve conflicts.*

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Guided Questions

- * What are the rights and responsibilities of individuals within a community?
- * How do we protect and respect our world and its people?
- * How do rules and laws help to protect citizens?

Catholic Identity Connections

- * We are called to be stewards of God's creation.
- * We have a responsibility to follow God's rules and laws.
- * Jesus asks us to honor and respect the authority figures in our lives.

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Geography, Humans, and the Environment

1.GH.1 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

1.GH.1a Maps and map tools, such as map keys and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

** Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.*

1.GH.1b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

** Students will use a map and provide directions to another student on how to get from one place to another place identified on the map.*

1.GH.1c Symbols are used to represent physical features and man-made structures on maps and globes.

** Students will closely read maps, making use of the map keys to understand symbols and what they represent.*

1.GH.2 People and communities depend on and modify their physical environment in order to meet basic needs.

1.GH.2a People and communities depend on the physical environment for natural resources.

** Students will identify natural resources required to meet basic needs.*

1.GH.2b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.

** Students will identify how the physical environment of a community has been modified to meet needs and wants.*

1.GH.2c People interact with their physical environment in ways that may have a positive or a negative effect.

** Students will identify positive and negative effects that human interaction can have on the physical environment.*

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Guided Questions

- * How do we use maps and map tools to help us identify and navigate geographical locations?
- * How do people and communities use their natural resources to meet their needs?
- * How do people interact with and influence their physical environment?

Catholic Identity Connections

- * God calls us to care for our environment.
- * We are called to use the Earth's natural resources wisely.
- * We have a responsibility to interact with God's creation in a positive way.

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Time, Continuity, and Change

1.TC.1 Families have a past and change over time. There are different types of documents that relate family histories.

1.TC.1a Personal and family history is a source of information for individuals about the people and places around them.

- * *Students will create personal time lines of their life, school year, and family events with the help of family members.*
- * *Students will demonstrate an understanding of sequence and chronology and share their timelines with each other.*

1.TC.1b Families change over time, and family growth and change can be documented and recorded.

- * *Students will examine the changes in their family over time and explore ways to document and record these changes.*

1.TC.1c Families of long ago have similarities and differences with families today.

- * *Students will examine families of the past and compare them with their family.*
- * *Students will identify characteristics that have been passed on through the generations.*

1.TC.1d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

- * *Students will use sequence and chronological terms when describing family events.*

NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.

1.TC.2 Historical sources reveal information about how life in the past differs from the present.

1.TC.2a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

- * *Students will examine various historical sources, including artifacts, letters, maps, photographs, and newspapers in order to learn about life in the past.*

1.TC.2b Oral histories, biographies, and family time lines relate family histories.

- * *Students will interview family members to learn about their family histories.*
- * *Students will develop a family timeline as an extension of their personal timeline.*
- * *Students will describe the main characters and qualities after listening to biographies and legends.*

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Guided Questions

- * How do families change over time?
- * How are families of long ago similar to and different than families of today?
- * How do historical sources give us information about life in the past?

Catholic Identity Connections

- * God calls us to respect all families and their traditions.
- * We recognize the Bible as a historical source that informs us about people and life in the past.
- * It is important that we recognize that families are a gift from God.

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Economic Systems

1.ES.1 People have many economic needs and wants, but limited resources with which to obtain them.

1.ES.1a Scarcity means that people's wants exceed their limited resources.

** Students will provide examples of scarcity by identifying wants that exceed resources.*

1.ES.1b Families and communities must make choices due to needs and wants and scarce resources; these choices involve costs.

** Students will examine choices that families make due to needs and wants and identify costs associated with these choices.*

1.ES.1c People use tools, technologies, and other resources to meet their needs and wants.

** Students will examine how tools, technology, and other resources can be used to meet needs and wants.*

1.ES.2 People make economic choices as producers and consumers of goods and services.

1.ES.2a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

** Students will identify examples of goods and services.*

1.ES.2b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

** Students will identify examples of a producer and a consumer.*

1.ES.2c People and families work to earn money to purchase goods and services that they need or want.

** Students will examine how earning money through work is related to the purchase of goods and services.*

1.ES.2d People make decisions about how to spend and save the money that they earn.

** Students will examine decisions that people make about spending and saving money.*

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First Grade**

Guided Questions

- * What is the difference between needs and wants?
- * How are goods and services related to needs and wants?
- * What is the role of producers and consumers in a community?

Catholic Identity Connections

- * God calls us to make good choices with the resources we have been given.
- * It is important for us to use our time, talent, and treasure to help others.
- * Jesus invites us to use what we have to meet the needs of the less fortunate.

**Archdiocese of Louisville Social Studies Curriculum Framework
First Grade**

Connections to English Language Arts and Literacy - Grade 1

1.A. Reading Standards for Informational Text

Key Ideas and Details

- 1.A.1 Ask and answer questions about key details in a text.
- 1.A.2 Identify the main topic and retell key details of a text.
- 1.A.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- 1.A.4 Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.
- 1.A.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 1.A.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- 1.A.7 Use the illustrations and details in a text to describe its key ideas.
- 1.A.8 Identify the reasons an author gives to support points in a text.
- 1.A.9 Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 1.A.10 Develop and use related vocabulary.

Range of Reading and Level of Text Complexity

- 1.A.11 With prompting and support, read informational texts that are appropriately complex for grade 1.

Archdiocese of Louisville Social Studies Curriculum Framework Second Grade

Second Grade

In Grade Two, students learn about “My Community and Other Communities”. Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Students will examine the availability of resources and the interdependence within and across communities.

The goal in second grade is to connect foundational concepts to explain and describe aspects of the world around them.

By creating experiences and opportunities enriched by the Practices in the Inquiry Arc, students will:

- explain, describe, and question why and how people and governments make decisions that benefit their communities
- explain how availability of goods and services are key in their economic decision making, including the process of production, distribution, and consumption
- describe how human-environmental interactions affect their understanding of the world and how the world changes as a result of physical characteristics and human activities
- recognize cause and effect relationships

Questioning, comparing different historical perspectives, and creating timelines will be key in their social studies development. By the end of second grade, these learners will be better able to demonstrate understanding of the world around them.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Social Studies Practices - Grade 2		
<p>2.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i> 2.A.1 Develop questions about the community. 2.A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as art, photographs, artifacts, oral histories, maps, and graphs). 2.A.3 Recognize arguments and identify evidence. 2.A.4 Create an understanding of the past by using primary and secondary sources.</p>	<p>2.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i> 2.B.1 Retell a community event in sequential order. 2.B.2 Identify causes and effects, using examples from his/her family life or from the community. 2.B.3 Identify change over time in his/her community. 2.B.4 Identify events of the past, present, and future in his/her community. 2.B.5 Recognize and identify patterns of continuity and change in his/her community.</p>	<p>2.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i> 2.C.1 Identify similarities and differences between communities. 2.C.2 Identify similarities and differences between his/her community and other communities. 2.C.3 Describe an event in his/her community. 2.C.4 Recognize the relationship between geography, economics, and history in his/her community. 2.C.5 Describe a historical development in his/her community with specific details, including time and place.</p>

Archdiocese of Louisville Social Studies Curriculum Framework Second Grade

Individual Development and Cultural Identity

2.ID.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

2.ID.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

** Students will identify characteristics of an urban community..*

2.ID.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

** Students will identify the characteristics of a suburban community.*

2.ID.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

** Students will identify the characteristics of a rural community.*

** Students will compare the characteristics of urban, suburban, and rural communities and determine in which type of community they live.*

** By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities.*

2.ID.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.

** Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.*

2.ID.2 People share similarities and differences with others in their own community and with other communities.

2.ID.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

** Students will examine the ethnic and/or cultural groups represented in their classroom.*

** Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.*

** Students will identify community events that help promote a common community identity.*

2.ID.2b A community is strengthened by the diversity of its members; ideas, talents, perspectives, and cultures can be shared across the community.

** Students will explore how different ideas, talents, perspectives, and culture are shared across their community.*

Archdiocese of Louisville Social Studies Curriculum Framework Second Grade

Guided Questions

- * What characteristics of urban, suburban, and rural communities determine in which type of community you live now and would like to live in the future?
- * How does where you live influence your development and identity?
- * How do the traditions and celebration of holidays reflect the diverse cultures present in your community?

Catholic Identity Connections

- * The care and respect of community members for each other helps to promote a common community identity.
- * We are called to care of our community and those within it.
- * A community is strengthened by the diversity of its members and the gifts and talents they share.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Civic Ideals and Practices

2.CP.1 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.

2.CP.1a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

- * *Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.*

2.CP.1b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

- * *Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.*

2.CP.1c The process of holding elections and voting is an example of democracy in action in schools, communities, Kentucky, and the nation.

- * *Students will learn about the process of voting and its importance.*
- * *Students will participate in voting within the classroom and in school, as appropriate.*

2.CP.1d Symbols of American democracy serve to unite community members.

- * *Students will examine the symbols of the country, including the bald eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.*

2.CP.2 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.

2.CP.2a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

- * *Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.*

2.CP.2b Citizens provide service to their community in a variety of ways.

- * *Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.*

2.CP.2c Citizens provide service to their community in a variety of ways.

- * *Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).*
- * *Students will identify how adults can provide service to the school and the community at large.*

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Guided Questions

- * What does it mean to be a good citizen within your community?
- * Why is voting important?
- * How do rules and laws affect the function of your community?
- * What opportunities can you provide to offer service to your community at large?

Catholic Identity Connections

- * Students will demonstrate Catholic values by showing respect for authority and obeying rules and laws.
- * Students will learn to treat others the way they want to be treated.
- * We are called to serve others in our lives.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Geography, Humans, and the Environment

2.GE.1 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

2.GE.1a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.

- * *Students will locate their communities on maps and/or globes.*
- * *Students will create maps that represent their classroom, school, or community.*
- * *Students will use geographic characteristics to describe their community.*

2.GE.1b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

- * *Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.*

2.GE.1d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

- * *Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, and Northwest) directions on maps and in their community.*
- * *Students will locate the equator, continents, the oceans, the northern and southern hemispheres, and poles on a globe.*
- * *Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans.*

Guided Questions

- * What are some human and physical characteristics of places in our community?
- * What do maps and pictures tell us?
- * Why do we use maps and globes?

Catholic Identity Connections

- * Students will learn the importance of taking care of our world.
- * Students will recognize that God provides us with natural resources to fulfill our needs.
- * We are all children of God.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Time, Continuity, and Change

2.TC.1 Identifying continuities and changes over time can help with the understanding of historical developments.

2.TC.1a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as timelines.

* *Students will examine the things in a community that stay the same and things that change.*

2.TC.1b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

* *Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.*

* *Students will develop a tim line for their community, including important events such as when the school was built.*

2.TCC.2 Cause-and-effect relationships help us recount events and understand historical development.

2.TC.2a Cause-and-effect relationships help us to understand the changes in communities.

* *Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of the suburbs, growing population in suburban areas, and reduction of farms).*

Guided Questions Questions

- * How can sharing be a positive factor in our lives?
- * How do people initiate change?
- * How do traditions influence communities?

Catholic Identity Connections

- * God has a plan for everyone.
- * Individuals within families depend on one another.
- * God gives us the tools to cope with change and stress in our lives.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Economic Systems

2.ES.1 Communities face different challenges in meeting their needs and wants.

2.ES.1a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

- * *Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.*
- * *Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).*

2.ES.1b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.

- * *Students will explore economic decision making and the use of money.*

2.ES.1c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

- * *Students will examine how consumers react to changes in the prices of goods.*

2.ES.1d Taxes are collected to provide communities with goods and services.

- * *Students will explore the purpose of taxes and how they are collected in their communities.*

2.ES.2 A community requires the interdependence of many people performing a variety of jobs and services to provide for basic needs and wants.

2.ES.2a Goods are the products made by a person or group of people. Services are actions performed by a person or group of people with a certain skill.

- * *Students will distinguish between goods and services and identify goods produced in their community.*

2.ES.2b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.

- * *Students will identify different types of jobs performed in their community.*
- * *Students will explain the services provided by community workers.*

2.ES.2c At times, neighboring communities share resources and workers to support multiple communities.

- * *Students will explore how communities share resources and services with other communities.*

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Guided Questions

- * How do communities meet group and individual needs?
- * How are goods and services related to needs and wants?
- * What are the roles of specific community helpers and why are they important?

Catholic Identity Connections

- * Neighboring communities share resources and work together to support one another in times of need.
- * God gives us what we need, not necessarily what we want.
- * We are called to be a good steward by giving of our time, talent, and treasure.

**Archdiocese of Louisville Social Studies Curriculum Framework
Second Grade**

Connections to English Language Arts and Literacy - Grade 2

2.A. Reading Standards for Informational Text

Key Ideas and Details

- 2.A.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.A.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 2.A.3 Describe the connection between a series of historical events in a text.

Craft and Structure

- 2.A.4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject.
- 2.A.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text effectively.
- 2.A.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- 2.A.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.A.8 Describe how reasons support specific points the author makes in a text.
- 2.A.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- 2.A.10 By the end of year, read and comprehend informational texts, including history/social studies, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Second Grade**

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Archdiocese of Louisville Social Studies Curriculum Framework Second Grade

Third Grade

In Grade Three, students make comparisons across time and space, examining different communities and their cultures, including social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination, and human rights.

The goal for third graders is to continue to refine their questioning and evaluation skills while building a broader understanding of the world around them.

Through the Practices in the Inquiry Arc, students will:

- investigate how collaboration and the establishment of various responsibilities in a community and respect for others are necessary to achieve and maintain a functioning society
- develop an understanding of democratic processes and principles, through the concept of rules and authority
- build a context for the larger concept of democracy by exploring how ideas, events, and people are connected through history, geography, economics, and civics
- examine how events from the past shape the future
- evaluate how their own understandings are shaped by the past
- compare historical sources and establish cause and effect across time while investigating different historical perspectives
- analyze and evaluate how productivity and opportunity costs influence decision-making and the role of money and financial institutions on decisions on both a small and large scale
- examine why people exchange goods and services and how goods and productivity can be improved
- understand that the physical environment plays a pivotal role in determining how society developed over time

Students will take informed action on issues that arise from the home, school, and/or community, and work collaboratively to communicate their ideas to authentic audiences. By the end of third grade, students will have a sense that people, ideas, and events function both independently and together.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Social Studies Practices - Grade 3		
<p>3.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>3.A.1 Develop questions about a world community.</p> <p>3.A.2 Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>3.A.3 Identify and explain the creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.</p> <p>3.A.4 Support arguments with rationale or evidence.</p> <p>3.A.5 Identify resources.</p> <p>3.A.6 Create an understanding of the past by using primary and secondary sources.</p>	<p>3.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>3.B.1 Explain how three or more events are related to one another.</p> <p>3.B.2 Employ mathematical skills to measure time in years and centuries.</p> <p>3.B.3 Identify causes and effects, using examples from his/her life or from history or a current event.</p> <p>3.B.4 Distinguish between long-term and immediate causes and effects of an event from his/her life, history, or current events.</p> <p>3.B.5 Recognize continuity and change over periods of time.</p> <p>3.B.6 Recognize periods of time such as decades and centuries.</p> <p>3.B.7 Recognize and identify patterns of continuity and change in world communities.</p>	<p>3.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>3.C.1 Identify a continent and/or world region by describing a characteristic that places within it have in common.</p> <p>3.C.2 Identify multiple perspectives by comparing and contrasting points of view in differing world communities.</p> <p>3.C.3 Describe a historical event in a world community.</p> <p>3.C.4 Recognize the relationship between geography, economics, and history in world communities.</p> <p>3.C.5 Describe a historical development in a world community, using specific detail, including time and place.</p>

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Geography, Humans, and the Environment

3.GH.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.GH.1a Earth is comprised of water and large masses that can be divided into distinct regions.

- * *Students will identify the continents and oceans by using globes and maps.*
- * *Students will locate various world communities in relation to oceans and continents.*

3.GH.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- * *Students will identify the differences between a globe and a map.*
- * *Students will examine a variety of maps for various world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, climate, and economical/resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).*
- * *Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities.*

3.GH.2 The location of world communities can be described using geographic tools and vocabulary.

3.GH.2a World communities can be located on globes and maps.

- * *Students will examine where various world communities are located.*

3.GH.2b World communities can be located in relation to each other and to principle parallels, meridians, and hemispheres.

- * *Students will examine the location of various world communities relative to the United States and other world communities. Students will locate various world communities in relationship to the equator and Prime Meridian using cardinal and intermediate directions.*

Archdiocese of Louisville Social Studies Curriculum Framework Third Grade

3.GH.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.GH.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

- * *Students will examine the geographic factors of various world communities, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.*
- * *Students will investigate the lifestyle of the people who live in various world communities and how the lifestyle has been influenced by the geographic factors.*

3.GH.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

- * *Students will examine how various world communities have adapted to and/or modified their environment to meet their needs.*
- * *Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for various world communities and their own community.*
- * *Students will explore actions that are being taken to protect the environment in various world communities and their own community.*

Guided Questions

- * How are geographic tools used to understand regions of the world?
- * How are regions of the United States and world interrelated?
- * How does the physical environment impact where and how people live and work?

Catholic Identity Connections

- * According to Catholic social teachings, we are called to be stewards of God's creation.
- * Students will explore the development of Catholicism and Christianity in various world communities.
- * Students will acknowledge the diversity of geographic features from God's creation.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Time, Continuity, and Change

3.TC.1 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.TC.1a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

- * *Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of various world communities.*
- * *Students will examine symbols of various world communities.*

3.TC.1b Arts, music, dance, and literature develop through a community's history.

- * *Students will explore the arts, music, dance, and literature of various world communities.*

Guided Questions

- * How do various cultures express their beliefs and practices?
- * How do interpretations of events, people and places, or situations affect our understanding of the past and present?
- * How do art, music, dance, and literature of various world cultures express time, place, and way of life?

Catholic Identity Connections

- * Students exhibit an appreciation and sensitivity to a multicultural and world view.
- * Students explore religious artifacts from the past to acknowledge historical changes of the Church.
- * Students acknowledge that prayer can be expressed through arts, music, dance, and literature.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Development, Movement, and Interaction of Cultures

3.WC.1 Communities share cultural similarities and differences across the world.

3.WC.1a Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

- * *Students will examine various world communities in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.*
- * *Students will learn about the holidays and festivals celebrated in various world communities and compare them to the holidays and festivals celebrated in their own community.*
- * *Students will compare and contrast the cultural elements of various world communities to their own.*

3.WC.2 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.WC.2a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- * *Students will examine the interactions of various cultures and the effects of the people, goods, and ideas on communities.*

Guided Questions

- * How do cultures around the globe celebrate holidays?
- * How can differing beliefs impact relationships of differing communities?
- * Why are traditions and practices important to communities?

Catholic Identity Connections

- * Students will recognize societal structures in light of Catholic social justice issues.
- * Students will acknowledge and affirm the relationship between faith and culture.
- * Students will explore Catholic holidays and traditions.

Archdiocese of Louisville Social Studies Curriculum Framework Third Grade

Civic Ideals and Practices

3.CP.1 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.CP.1a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

* Students will examine the types of government found in various world communities and compare and contrast these with the United States government.

3.CP.1b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.

* Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities, and compare and contrast them to the process used in the United States.

3.CP.1c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.

* Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in various world communities.

* Students will compare and contrast those government processes with the process in the United States.

3.CP.1d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.

* Students will examine the role of the citizen in various world communities and how this role is similar to or different from the role a citizen plays in the United States.

3.CP.2 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.CP.2a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

* Students will explore the extent to which governments and citizens have protected human rights and treated others fairly in the world.

3.CP.2b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

* Students will examine instances of prejudice and discrimination and how they serve as barriers to justice and equality for all people.

**Archdiocese of Louisville Social Studies Curriculum Framework
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Guided Questions

- * How do you demonstrate your citizenship?
- * Why is it important to promote communities and cultures with equality and justice for all?
- * Why do governments of the world have rules and laws?

Catholic Identity Connections

- * Students will recognize the interconnectedness of all creation.
- * Students will explore Catholic social justice beliefs.
- * Students will participate and engage in stewardship activities for discrimination and justice in response to the Gospel call.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Creation, Expansion, and Interaction of Economic Systems

3.ES.1 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

3.ES.1a World communities use human and natural resources in different ways.

- * Students will investigate available resources for various world communities and how these resources are used to meet basic needs and wants.
- * Students will explore the concepts of surplus and scarcity in relation to resources for various world communities.

3.ES.1b People in communities have various ways of meeting their basic needs and earning wages.

- * Students will investigate how various world communities meet basic needs of food, clothing, and shelter, and compare that to their own community.
- * Students will examine the various ways people earn wages and how this has changed over time in various world communities.

3.ES.2 Each community develops an economic system that addresses the following: what will be produced, how it will be produced, and who will get what is produced.

3.ES.2a Communities around the world produce goods and provide services.

- * Students will determine what goods are produced and services are provided in various world communities.
- * Students will examine how the goods are produced within various world communities.
- * Students will investigate the importance of trade for interdependence between world communities.

3.ES.2b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

- * Students will examine various world communities in terms of imported and exported products and services.
- * Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.
- * Students will examine how technological developments in transportation and communication have influenced trade over time.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Guided Questions

- * Why do we need a system of trade?
- * How do countries depend on one another?
- * How do government policies and changes in transportation influence world economies?

Catholic Identity Connections

- * Catholics believe in fair trade in response to the Catholic social teaching of human dignity.
- * Catholic stewardship promotes providing for basic needs.
- * Catholics believe in being responsible citizens and consumers.

**Archdiocese of Louisville Social Studies Curriculum Framework
Third Grade**

Connections to English Language Arts and Literacy - Grade 3

3.A. Reading Standards for Informational Text

Key Ideas and Details

- 3.A.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.A.2 Determine the main idea in a text; recount the key details and explain how they support the main idea.
- 3.A.3 Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- 3.A.4 Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.
- 3.A.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively.
- 3.A.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- 3.A.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur).
- 3.A.8 Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.A.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- 3.A.10 By the end of year, read and comprehend informational texts, including history/social studies, at the high end of the grades 2-3 text complexity band independently and proficiently.

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3.B. Writing Standards

Text Types and Purposes

- 3.B.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.B.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - 3.B.1b Provide reasons that support the opinion.
 - 3.B.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - 3.B.1d Provide a concluding statement or section.
- 3.B.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.B.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - 3.B.2b Develop the topic with facts, definitions, and details.
 - 3.B.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 3.B.2d Provide a concluding statement or section.
- 3.B.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
- 3.B.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - 3.B.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - 3.B.3c Use sequence words and phrases to signal event order and provide a sense of closure.

Production and Distribution of Writing

- 3.B.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.B.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.B.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- 3.B.7 Conduct short research projects that build knowledge about a topic.
- 3.B.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

- 3.B.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Archdiocese of Louisville Social Studies Curriculum Framework Third Grade

3.C. Speaking and Listening Standards

Comprehension and Collaboration

- 3.C.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - 3.C.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 3.C.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening with care to others, speaking one at a time about topics and texts under discussion).
 - 3.C.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - 3.C.1d Explain their ideas and understanding in light of the discussion.
 - 3.C.1e Seek to understand and communicate with individuals from different cultural backgrounds.
- 3.C.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.C.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 3.C.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.C.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.C.6 Speak in complete sentences, when appropriate to the task and the situation, in order to provide requested detail or clarification.

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**Archdiocese of Louisville Social Studies Curriculum Framework
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Fourth Grade

In Grade Four, the focus is on Kentucky and local communities and their change over time, incorporating the study of geography, history, economics, and government. In addition, students will learn about regions of the United States.

To further develop independent thinking and collaboration skills, the goal for learners in fourth grade is to continue fostering curiosity and engagement through learning experiences that focus on the complex and overlapping relationships within communities, states, and nations. Student experiences will allow them to interact with and evaluate the relationships through the lenses of perspective, change, and interdependence and how these viewpoints impact an individual, a society, and the world.

Through the Practices in the Inquiry Arc, students will:

- consider perspectives and how perspectives impact the reasons that people create and make changes to rules and laws to meet the needs of society
- question and evaluate context and cause and effect, as they continue to examine historical sources
- judge the validity and usefulness of sources when studying a particular topic as they sharpen historical-thinking skills
- build on the economic understandings of scarcity, opportunity costs, and human capital
- investigate how the relationships between buyers and sellers, supply and demand, trade and specialization, and changes to human capital all impact economic decision-making
- use geographic tools to examine how the cultural, environmental, and human-made characteristics impact people's interaction with their surroundings
- examine school and community relationships to identify and address issues that affect students' lives
- engage with and meet perceived needs in their communities through the application of civic readiness, sharing research and communicating solutions to local issues of importance in a meaningful and authentic way

By the end of fourth grade, students will make connections to relationships within communities, states, and nations and evaluate these relationships through the lenses of perspective, change, and interdependence.

**Archdiocese of Louisville Social Studies Curriculum Framework
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Social Studies Practices - Grade 4		
<p>4.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>4.A.1 Develop questions about the United States and its history, geography, economics, and government.</p> <p>4.A.2 Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art, photographs, artifacts, oral histories, maps, and graphs).</p> <p>4.A.3 Identify arguments of others.</p> <p>4.A.4 Create an understanding of the past by using primary and secondary sources.</p> <p>4.A.5 Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.</p>	<p>4.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>4.B.1 Explain how events are related chronologically.</p> <p>4.B.2 Employ mathematical skills to measure time in years and centuries. Identify the chronological significance of data presented in timelines.</p> <p>4.B.3 Identify the relationship between multiple causes and effects of an event in history or a current event.</p> <p>4.B.4 Distinguish between long-term and immediate causes and effects of an event in history or a current event.</p> <p>4.B.5 Use periods of time, such as decades and centuries, to put events into chronological order.</p> <p>4.B.6 Recognize and identify patterns of continuity and change in Kentucky and in the United States.</p>	<p>4.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>4.C.1 Identify a region in Kentucky by describing a characteristic that places within it have in common, and then compare it to other regions in Kentucky.</p> <p>4.C.2 Identify a region in the United States by describing a characteristic that places within it have in common, and then compare it to other regions in the United States</p> <p>4.C.3 Identify multiple perspectives on a historical event.</p> <p>4.C.4 Describe and compare Kentucky historical events.</p> <p>4.C.5 Recognize the relationship between geography, economics, and history in Kentucky.</p> <p>4.C.6 Recognize the relationship between geography, economics, and history in the regions of the United States.</p> <p>4.C.7 Describe historical developments in Kentucky with specific detail, including time and place.</p>

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Geography of the United States

4.G.1 The United States has a diverse geography. Various maps can be used to represent and examine the geography.

4.G.1a Physical maps can be used to explore the diverse geography of the United States.

- * *Students will identify and map major physical features, including mountains, rivers, lakes, and large bodies of water.*
- * *Students will examine climate and vegetation maps to explore the relationship between physical features and vegetation/climate.*

4.G.1b The United States can be represented using a political map that shows states, cities, capitals, and boundaries.

- * *Students will examine a political map for each region to identify the states, capitals, and major cities of each region of the United States.*
- * *Students will learn the capitals of each state in the United States.*
- * *Students will examine the location of major cities in the United States in relation to their home community, using directionality and latitude and longitude coordinates.*

4.G.2c The United States is rich in natural resources.

- * *Students will identify the major natural resources found in each region of the United States.*
- * *Students will explore how the natural resources are used to benefit the people of each region.*

Guided Questions

- * How did the physical features of the United States affect where communities were built?
- * How do physical features of the United States affect the jobs in various states and communities?
- * How do the waterways in the United States affect the economy?

Catholic Identity Connections

- * There is an interconnectedness between humans and all creation.
- * God has surrounded us with a world of diverse landforms and resources.
- * We are called to live in peace, harmony, and collaboration with others.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Government of the United States

4.GV.1 There are different levels of government within the United States. The purpose of government is to protect the rights of citizens and to promote the common good. The government of the United States establishes rights, freedoms, and responsibilities for its citizens.

4.GV.1a After the Revolution, the United States of America established a federal government.

- * Students will examine the basic structure of the federal government, including the President, Congress, and Supreme Court.
- * Students will explore ways that the federal government meets the needs of citizens.

4.GV.1b The United States Constitution establishes the basic structure of government for the country. The federal government creates laws to protect the people and interests of the nation.

- * Students will identify and examine the elements of the United States national symbols.
- * Students will use a graphic organizer to show the three branches of federal government and roles and responsibilities of each.
- * Students will investigate and demonstrate the steps necessary for a bill to become a law.
- * Students will investigate the national election process.

4.GV.1c Citizens have rights and freedoms guaranteed in the United States Constitution.

- * Students will examine the rights and freedoms guaranteed to citizens.

4.GV.1d Citizens of the United States have responsibilities that help the nation function. Some responsibilities are stated as laws.

- * Students will learn their responsibilities as citizens, such as obeying rules and laws.
- * Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

Guided Questions

- * How does the structure of the federal government meet the needs of its citizens?
- * How does the structure of the federal government carry out/uphold the rights and freedoms outlined in the Constitution?
- * How do individuals practice democratic citizenship at the federal level?

Catholic Identity Connections

- * We recognize the importance of the democratic principles of justice, equality, and responsibility.
- * We are called to do all we can to ensure that others can live a good life.
- * We follow rules and laws in order to provide order and protect the safety and rights of others.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Economics and Economic Systems of the United States

4.ES.1 Many factors have had an impact on the economic system of the United States over time.

4.ES.1a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- * *Students will examine the locations of early settlers and ways they used their environment to meet their needs.*
- * *Students will distinguish and describe the significance of the key resources within the factors of production (human, natural, and capital resources).*

4.ES.1b The United States has a free market economy.

- * *Students will define and explain the free market economy in the United States.*
- * *Students will explain the involvement of the government in a free market economy.*
- * *Students will describe the structure of businesses in a free market economy.*
- * *Students will distinguish the terms profit, scarcity, supply, and demand and use these terms to describe the influences of economic decision-making.*
- * *Students will identify goods and services of regions of the United States.*
- * *Students will examine the impact of new ideas, products, and technology on the environment and people of the United States.*
- * *Students will compare the costs and benefits of economic decisions by demonstrating understanding of the terms trade-off and opportunity cost.*
- * *Students will explain why individuals and businesses specialize and trade.*
- * *Students will identify and describe key factors and examples of the three major economic activities in the United States (agriculture, service industries, and manufacturing).*
- * *Students will define a global economy and the reliance of economic relationships among various countries worldwide.*
- * *Students will explain the ways the government pays for the goods and services it provides, including tax revenue.*

Guided Questions

- * How are needs and wants of individuals and groups met through national and global sources?
- * How are people and environments interdependent?
- * How do availability of resources and issues of supply and demand affect relationships and decisions?

Catholic Identity Connections

- * We are called to demonstrate stewardship to God's creation, particularly through the conservation and preservation of natural resources.
- * We recognize the relationship between rights and responsibilities as we follow the examples set by Jesus.
- * We have an obligation to care for those who need our help.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Geography of Kentucky

4.GK.1 Kentucky has a diverse geography. Various maps can be used to represent and examine the geography of Kentucky.

4.GK.1a Physical maps can be used to explore Kentucky's diverse geography.

- * *Students will identify and map Kentucky's major physical features.*
- * *Students will examine the climate and vegetation found in different regions of Kentucky.*

4.GK.1b Kentucky can be represented using a political map that shows cities, capitals, and boundaries.

- * *Students will use political maps to identify and examine the location of the capital and major cities in Kentucky in relation to their home community using directionality and latitude and longitude coordinates.*
- * *Students will create a political map of Kentucky that includes the capital city and five of the most popular cities as well as their own community.*
- * *Students will examine the major natural resources found in Kentucky.*
- * *Students will examine how these resources are used to benefit the people of the state.*

Guided Questions

- * How did the physical features of Kentucky affect where communities were built?
- * How do physical features of Kentucky affect the jobs in various communities in the state?
- * How do the waterways in Kentucky affect the economy in the state?

Catholic Identity Connections

- * Maryland Catholics moved west seeking better land, not religious liberty.
- * We respect and care for all creation, seeing it as a gift of God's love.
- * We are called to be good stewards, using resources wisely.

Archdiocese of Louisville Social Studies Curriculum Framework Fourth Grade

Historical Perspective and Cultural Diversity of Kentucky

4.HP.1 Native American groups inhabited the region that became Kentucky. They interacted with the environment and developed unique cultures.

4.HP.1a Geographic factors often influenced locations of early settlements. Native Americans made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- * *Students will identify Native American groups that inhabited Kentucky and describe how these groups used the natural resources of the area to meet their needs.*
- * *Students will examine the locations of early Native American groups in Kentucky in relation to geographic features, noting how certain physical features were more likely to support settlement and larger populations.*
- * *Students will investigate how Native Americans adapted to and modified their environment to meet their needs and wants.*

4.HP.2 Many different groups throughout history have explored and/or settled in Kentucky.

4.HP.2a Different groups throughout Kentucky history, including Catholics, have explored and/or settled here.

- * *Students will identify different European groups that explored the region and discover their reasons for exploring.*
- * *Students will use primary and secondary sources to explore the early settlements in Kentucky and discover how the physical environment and natural resources influenced where settlements were built.*
- * *Students will research significant figures in Kentucky history, such as Daniel Boone, James Harrod, George Rogers Clark, Isaac Shelby, Abraham Lincoln, John Lancaster, and Jefferson Davis.*

4.HP.2b Groups of Catholics left Maryland in search of better lives and settled in Kentucky.

- * *Students will explore the settlement of Catholics in Kentucky in the areas near the village of Bardstown.*
- * *Students will explore the establishment of churches, monasteries, schools, orphanages, and hospitals by Catholics in Kentucky.*
- * *Students will explore the creation of the Diocese of Bardstown, the first inland diocese, which stretched from the Great Lakes to the Deep South, from the Allegheny Mountains to the Mississippi River.*
- * *Students will research significant Catholic figures in Kentucky history, such as Bishop Benedict Joseph Flaget and Mother Catherine Spalding.*

4.HP.3 As the population of the state grew, Kentucky became the 15th state of the United States.

- * *Students will explore the causes that led to the people of Kentucky seeking statehood.*
- * *Students will identify the process to become a state.*
- * *Students will examine how the new government was set up to meet the needs of the population.*
- * *Students will examine how the population grew and new cities developed in the state.*
- * *Students will investigate how the development of steamboats, roads, and railroads contributed to the growth as a state.*

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4.HP.3 Kentucky played an important role in the growth of the United States.

4.HP.3a During the 1800s, people traveled west looking for opportunities. People began to move and settle farther west, including in Kentucky.

- * *Students will examine why people began to move west.*
- * *Students will examine the difficulties of traveling west at this time.*

4.HP.4 Improved technology, such as the steam engine and the telegraph, made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the state, the nation, and the world.

4.HP.4a Life in Kentucky was impacted by the improvements in transportation and communication.

- * *Students will investigate which early means of transportation were used in their community in Kentucky and to which communities they were linked, noting why they were linked to those communities.*

4.HP.5 The Civil War had a major impact on the people of Kentucky. Kentucky played a unique role as a border state.

4.HP.5a Kentucky had a major impact on the Civil War.

- * *Students will examine life as a slave in Kentucky.*
- * *Students will investigate the importance of Kentucky to both the Union and the Confederacy.*
- * *Students will explore why Kentuckians were divided over which side to support in the war.*
- * *Students will discover how the end of the war affected life in Kentucky.*

4.HP.6 Cultural diversity can be found in Kentucky.

4.HP.6a The cultural diversity of Kentucky has enriched the culture of the United States.

- * *Students will examine the importance of Kentucky's folk arts and crafts to the culture of the United States.*
- * *Students will investigate how Kentucky's bluegrass music has enriched the music of the United States.*
- * *Students will explore how Kentuckians have made important contributions in literature, sports, entertainment, medicine, and other areas.*
- * *Students will give examples of traditions and customs of Kentucky.*
- * *Students will describe how lifestyles and conditions have changed over time in Kentucky.*
- * *Students will examine and explain problems created by prejudice and discrimination.*
- * *Students will identify examples of culture, traditions, and customs of Kentucky.*

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Guided Questions

- * How does knowledge of the past influence the present and future?
- * How have various cultural groups contributed to Kentucky's society?
- * Why do interpretations of events, people, places, or situations vary?

Catholic Identity Connections

- * As Catholics, we are called to respect and give value to the culture and customs of all people.
- * Catholics strive to analyze history as a means to apply our beliefs into our diverse society.
- * We must care for others in response to the Gospel call.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Government of Kentucky

4.GK.1 There are different levels of government within Kentucky. The purpose of government is to protect the rights of citizens and to promote the common good. The government of Kentucky establishes rights, freedoms, and responsibilities for its citizens.

4.GK.1a After the Revolution, the colonies established state governments.

- * Students will examine the basic structure of state and local governments.
- * Students will explore ways the state and local governments meet the needs of citizens, looking for similarities and differences between the federal, state, and local levels of government.

4.GK.1b The Kentucky Constitution establishes the basic structure of government for the state. The government of Kentucky creates laws to protect the people and interests of the state.

- * Students will identify and examine the Kentucky state symbols.
- * Students will identify the different branches of state government and the roles and responsibilities of each.
- * Students will identify the present governor, local senator, and other significant representatives of the state.
- * Students will investigate the steps necessary for a bill to become a law in Kentucky.
- * Students will investigate the local and state election processes.

4.GK.1c Government in Kentucky is organized into counties, cities, and towns.

- * Students will identify the county in which they live, noting where their city or town is within that county.
- * Students will examine the structure of their local government and its relationship to state government.
- * Students will identify the elected leaders of their community.

4.GK.1d Kentuckians have rights and freedoms that are guaranteed in the Kentucky Constitution and by state laws.

- * Students will examine the rights and freedoms guaranteed to citizens.

4.GK.1e Citizens of Kentucky have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated as laws.

- * Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something-say something, anti-bullying).
- * Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Guided Questions

- * How do various social, political, religious, and economic systems help societies and communities function and thrive?
- * How does the structure of the local and state government carry out/uphold the rights and freedoms outlined in the Constitution?
- * How do individuals practice democratic citizenship at the local and state levels?

Catholic Identity Connections

- * We are called to promote peace and harmony with all those we encounter.
- * We have a responsibility to be a productive member of our family, school, and community.
- * We must help care for those who are unable to care for themselves.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Economics and Economic Systems of Kentucky

4.EK.1 Various groups have settled in Kentucky.

4.EK.1a Geographic factors influence locations and the economy of Kentucky. People make use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- * Students will examine the impact of geography on the economy of Kentucky.
- * Students will examine the natural resources and production of goods in Kentucky.

4.EK.2 Kentucky has a free market economy.

4.EK.2a The economy and economic systems of Kentucky impact life in Kentucky.

- * Students will define and explain the free market economy in Kentucky.
- * Students will describe the structure of industries within the free market economy in Kentucky.
- * Students will define service industries, finance, manufacturing, and mining and their impact and contributions to the economy in the state of Kentucky.
- * Students will explain why individuals and businesses specialize and trade and use the terms imports and exports to demonstrate the connection between Kentucky's economy and the global economy.
- * Students will identify goods and services in Kentucky.
- * Students will examine how the economic activities in their local community have changed over the last 50 years.
- * Students will investigate major economic activities in regions of Kentucky and create a map showing the major economic activities throughout the state.

4.EK.3 The natural features of Kentucky contributed to farming throughout history.

4.EK.3a Farming has played a significant role in the economy of Kentucky over time.

- * Students will define the term commercial farms and will use it to compare and contrast modern-day Kentucky farming to farming in the past.
- * Students will analyze and explain the significance of farming in Kentucky's agricultural economic activity.
- * Students will examine key agricultural products of Kentucky during the 1800s and compare those to the key agricultural products of today.

Archdiocese of Louisville Social Studies Curriculum Framework Fourth Grade

Guided Questions

- * How did geographic factors lead to settlement in Kentucky?
- * How are needs and wants of individuals and groups met through local sources?
- * How are people and environments interdependent?

Catholic Identity Connections

- * Catholics are called to demonstrate stewardship to God's creation, particularly through the conservation and preservation of natural resources.
- * We must help ensure the fair treatment of all people so that their needs can be met.
- * It is important that we express our gratitude for the work done by others to provide for our health and safety.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fourth Grade**

Connections to English Language Arts and Literacy - Grade 4

4.A. Reading Standards for Informational Text

Key Ideas and Details

- 4.A.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.A.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.A.3 Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.

Craft and Structure

- 4.A.4 Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.A.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.A.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- 4.A.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.A.8 Explain how an author uses reasons and evidence to support particular points in a text.
- 4.A.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- 4.A.10 By the end of year, read and comprehend informational texts, including history/social studies, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Archdiocese of Louisville Social Studies Curriculum Framework Fourth Grade

Production and Distribution of Writing

- 4.B.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.B.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.B.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- 4.B.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.B.8 Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information; and provide a list of sources.
- 4.B.9 Draw evidence from literary or informational texts (e.g., explain how an author uses reasons and evidence to support points in a text).

Range of Writing

- 4.B.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Archdiocese of Louisville Social Studies Curriculum Framework Fourth Grade

4.C. Speaking and Listening Standards

Comprehension and Collaboration

4.C.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics

and texts, building on others' ideas and expressing their own clearly.

4.C.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.C.1b Follow agreed-upon rules for discussions and carry out assigned roles.

4.C.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.C.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.C.1e Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

4.C.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.C.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4.C.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.C.5 Add audio recordings and visual displays to presentations, when appropriate, to enhance the development of main ideas or themes.

4.C.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Fifth Grade

In Grade Five, the focus is on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. The course covers a time span from prehistory into modern times. Students will examine citizenship related to modern political and economic issues.

Once a sense of self and the importance of relationships are established for civic-readiness, the goal for learners in fifth grade is to examine the impacts of change.

Through the Practices of the Inquiry Arc, students will:

- develop a sense of civic-mindedness by examining how and why groups and individuals work to establish better forms of government in the United States and around the world and how rules and laws promote the greater good
- refine historical-thinking skills by interpreting historical sources to generate insights on both how and why context affects perspectives and determine why evidence is important in a historical claim
- explain how the influence of groups and individuals factor into economic decision-making both at home and abroad
- see how competition can create a healthy economy
- apply geographic-reasoning by conducting inquiries into how cultural and environmental outcomes change over time and are impacted by both natural and man-made events

Students will have meaningful opportunities to take informed action. They will start to identify their role as an important individual in local and world events. By the end of fifth grade, students will be ready to determine the power and impact of change both at home and around the world.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Social Studies Practices - Grade 5		
<p>5.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>5.A.1 Develop questions about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p>5.A.2 Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art, photographs, artifacts, oral histories, maps, and graphs).</p> <p>5.A.3 Identify evidence and explain content, authorship, purpose, and format; identify bias and perspective; identify point of view of sources.</p> <p>5.A.4 Draw inferences from past and current events.</p> <p>5.A.5 Recognize arguments on specific social studies topics and identify evidence supporting the argument.</p>	<p>5.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>5.B.1 Explain how events are related chronologically to one another in time.</p> <p>5.B.2 Understand the difference between B.C.E and C.E. Identify the chronological significance of data presented in timelines.</p> <p>5.B.3 Use periods of time, such as decades and centuries, to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.</p> <p>5.B.4 Employ mathematical skills to measure time in years and centuries.</p> <p>5.B.5 Identify causes and effects using examples from historical and current events.</p> <p>5.B.6 Identify and classify the relationship between multiple causes and multiple effects.</p> <p>5.B.7 Distinguish between long-term and immediate causes and effects of an event from history or current events.</p> <p>5.B.8 Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.</p> <p>5.B.9 Understand the role of periodization as a practice in history and social studies.</p>	<p>5.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>5.C.1 Identify a region in the Western Hemisphere by describing a characteristic that locations within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.</p> <p>5.C.2 Categorize different perspectives of an individual historical event.</p> <p>5.C.3 Describe and compare events in the history of the Western Hemisphere in complex societies in similar chronological contexts and in various geographical contexts and make connections to broader regional or global processes.</p> <p>5.C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.</p>

Archdiocese of Louisville Social Studies Curriculum Framework Fifth Grade

<p>5.D. Geographic Reasoning <i>Students will independently and collaboratively:</i></p> <p>5.D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.</p> <p>5.D.2 Distinguish human-made features from "environments" (natural events or physical features - land, air, and water - that are not directly made by humans) in the Western Hemisphere.</p> <p>5.D.3 Identify and describe how environments affect human activities and how human activities affect/alter physical environments and regions through the study of cases in the Western Hemisphere.</p> <p>5.D.4 Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.</p> <p>5.D.5 Recognize that boundaries and definition of location are historically constructed.</p>	<p>5.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i></p> <p>5.E.1 Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</p> <p>5.E.2 Show examples of various types of resources (human, physical, and natural) required to provide goods and services.</p> <p>5.E.3 Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy.</p> <p>5.E.4 Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.</p> <p>5.E.5 Explain the meaning of unemployment, inflation, income, and economic growth in the economy.</p>	<p>5.F. Civic Participation <i>Students will independently and collaboratively:</i></p> <p>5.F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints. Consider alternate views in discussion.</p> <p>5.F.2 Participate in negotiating and compromising in the resolution of differences and conflicts.</p> <p>5.F.3 Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.</p> <p>5.F.4 Describe opportunities for and the role of citizens in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.</p> <p>5.F.5 Identify situations with a global focus in which social actions are required and suggest solutions.</p> <p>5.F.6 Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of key groups in those political and social systems.</p> <p>5.F.7 Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.</p> <p>5.F.8 Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</p> <p>5.F.9 Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.</p>
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**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Early Peoples of the Americas

5.EP.1 The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

5.EP.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

* Students will examine the various theories of the migration routes by which the first humans may have arrived in the Western Hemisphere, including the Bering land bridge, using maps and archaeological evidence.

5.EP.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on the plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.

* Students will investigate and compare and contrast how the early peoples adapted to and used the environment in which they lived.

* Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.

5.EP.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

* Students will select one Native American culture group from the United States, one group from Canada, and one group from the Caribbean region and compare and contrast them by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

NOTE: For this document, the term "Native American" is used with the understanding that it could say "American Indian".

Guided Questions

- * How does the environment (physical, social, cultural, political) affect the migration of people?
- * How are people dependent on their environment?
- * How do the beliefs and culture of people affect how they govern themselves?

Catholic Identity Connections

- * Connections can be made between the spirituality of the Native Americans and the Catholic faith.
- * The Catholic faith can also be considered according to its customs, beliefs, language, and pattern of organization and governance.
- * Throughout time, people have formed communities and relied on one another.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Complex Societies and Civilizations

5.CS.1 Between 1100 B.C.E. and 1500 C.E., complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

5.CS.1a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.

- * Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and determine when these societies and civilizations occurred.
- * Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.

5.CS.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

- * Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.

5.CS.1c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

- * Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.

Guided Questions

- * How do ancient civilizations contribute to modern day society?
- * What characteristics of a leader influence the success or demise of a society?
- * Why is it necessary to adapt to or modify the environment to ensure survival?

Catholic Identity Connections

- * People in a society often share common beliefs (e.g., those of the Catholic faith).
- * People throughout time have been called to find ways to live in harmony and support one another.
- * People have a responsibility to care for the marginalized and vulnerable.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

European Exploration and Its Effects

5.EE.1 Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

5.EE.1a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. Some hoped to gain wealth, power, and glory.

- * *Students will investigate explorers from different European countries (including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa) and map the areas of the Western Hemisphere where they explored.*
- * *Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.*

5.EE.1b Europeans encountered and interacted with Native Americans in a variety of ways.

- * *Students will examine how Native Americans viewed the newcomers.*
- * *Students will examine European interactions with Native Americans, using such examples as:*
 - *Conquests by Cortez and Pizarro and the resulting demographic change*
 - *French in Canada and the fur trade*

5.EE.1c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.

- * *Students will map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.*
- * *Students will examine the effect of diseases introduced to the Western Hemisphere.*

5.EE.1d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

- * *Students will examine the conditions experienced by enslaved Africans during the Middle Passage*

Guided Questions

- * How have individuals, events, and decisions influenced society throughout history?
- * Why did areas colonized by various European groups differ?
- * How did cultural diffusion impact the lives of people already living in the Western Hemisphere and those who arrived from Europe?

Catholic Identity Connections

- * The early explorers wanted to spread Christianity. Missionaries grew from this movement. The French had a deep influence on Kentucky Catholicism.
- * The treatment of Africans who were captured and sold as slaves is in direct conflict with the teachings of the Catholic Church.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Geography in the Western Hemisphere

5.GW.1 The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

5.GW.1a The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

- North America (Canada and the United States)
- Mesoamerica (Mexico and Central America)
- Caribbean
- South America

* Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.

5.GW.1b Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

* Students will map the regions within the Western Hemisphere and locate major physical features within each region.

5.GW.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

* Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

Guided Questions

- * How do physical characteristics define regions and their boundaries?
- * What are the similarities and differences within and across regions?
- * How does the physical environment impact where and how people live and work?

Catholic Identity Connections

- * All things on this Earth are God's creations.
- * We are called to be stewards of the Earth.
- * Within the area known as the Western Hemisphere, God created lands with diverse climate, landforms, and resources.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Comparative Cultures

5.CC.1 The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

5.CC.1a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

- * *Students will explore key cultural characteristics, such as the languages, religions, and contributions of the United States, Canada, Mexico, and one Caribbean or one South American country.*
- * *Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.*

5.CC.1b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

- * *Students will investigate a current issue that two or more Western Hemisphere countries are facing at this time. Some examples include environmental issues, immigration, and trade.*

Guided Questions

- * How have various cultural groups contributed to society?
- * How do countries work together to solve a common problem or need?
- * How might the collaboration of various countries on similar issues impact the lives of the people?

Catholic Identity Connections

- * We are all God's people, made in our own unique way.
- * We are called to be tolerant of all people.
- * Collaboration is key to finding solutions to common issues.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Government

5.G.1 The political systems of the Western Hemisphere vary in structure and organization across time and place.

5.G.1a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

- * *Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.*
- * *Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.*
- * *Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.*

5.G.1b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- * *Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the Mexican Constitution, and the Canadian Charter of Rights in terms of key values, beliefs, and principles of constitutional democracy.*

5.G.1c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

- * *Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.*

5.G.1d Multinational organizations and non-governmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

- * *Students will examine multinational organizations and non-governmental organizations and their roles in promoting cooperation, peace, and cultural understanding.*

Guided Questions

- * How do key values, beliefs, and principles influence government?
- * How do minorities seek equality?
- * How do different organizations work to promote cooperation, peace, and cultural understanding?

Catholic Identity Connections

- * As Catholics, we are called to be stewards of peace to all of God's people.
- * It is important that all people are treated with respect and dignity.
- * We are called to live in harmony and protect the human rights of others.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Economics

5.E.1 The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.

5.E.1a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how will it be produced, and who will get what is produced.

** Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.*

5.E.1b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

** Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine major industries of those countries in relation to available resources.*

** Students will determine why certain products are manufactured in particular places, taking into account the availability of resources, transportation availability, costs, and markets.*

5.E.1c Countries trade with other countries to meet economic needs and wants. They are interdependent.

** Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.*

** Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.*

Guided Questions

- * How does the environment affect economic decisions?
- * How do availability of resources and issues of supply and demand affect relationships and decisions?
- * How are wants and needs of individuals and groups met through local, national, and global sources?

Catholic Identity Connections

- * As Catholics, we are called to share the resources that God has blessed us with.
- * We live in a world where interdependency is essential.
- * God created a world that offers diverse natural resources and settings.

**Archdiocese of Louisville Social Studies Curriculum Framework
Fifth Grade**

Connections to Reading Standards for Literacy in History/Social Studies - Grades 5-8

5-8.A. Reading Standards for Informational Text

Key Ideas and Details

- 5-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 5-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 5-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 5-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 5-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 5-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 5-8.A.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 5-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

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5-8.B. Writing Standards

Text Types and Purposes

- 5-8.B.1 Write arguments focused on discipline-specific content.
 - 5-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - 5-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 5-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
 - 5-8.B.1d Establish and maintain a formal style.
 - 5-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.
- 5-8.B.2 Write informative/explanatory texts, including the narration of historical events.
 - 5-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 5-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 5-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
 - 5-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 5-8.B.2e Establish and maintain a formal style and objective tone.
 - 5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 5-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 5-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Archdiocese of Louisville Social Studies Curriculum Framework Fifth Grade

Research to Build and Present Knowledge

- 5-8.B.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 5-8.B.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 5-8.B.7 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 5-8.B.8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Archdiocese of Louisville Social Studies Curriculum Framework Fifth Grade

5-8.C. Speaking and Listening Standards

Comprehension and Collaboration

- 5-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 5-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 5-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 5-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5-8.C. Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

**Archdiocese of Louisville Social Studies Curriculum Framework
Sixth Grade**

Sixth Grade

In Grade Six, the focus is on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. Students examine the Eastern Hemisphere today using geographic skills. This provides the foundation for making connections between the past and present. They then explore a time span from pre-history into the 1300s.

The goal in sixth grade is to search for ways to understand why change occurs and to question and evaluate the meaning of this change.

Through the Practices of the Inquiry Arc, students will:

- seek to understand how government functions to serve the interest of the greater good
- examine the multiple influences on how decisions are made and how policies are created
- engage in disciplinary thinking by investigating how humans interact with their environments and the role that communication and transportation technologies play in these interactions throughout various regions of the world and analyzing their findings to determine impacts
- engage in experiences that allow them to develop an understanding of how economic decisions affect the well-being of individuals and society as a whole
- engage in historical thinking
- seek to generate their own questions using historical sources as evidence and launch investigations that will allow them to uncover their own explanations of why change occurs

Students will develop deeper understandings and plan, implement, and reflect on taking informed action. They will not only understand true citizenship, but will also recognize that they themselves are citizens with the power and responsibility to impact their communities. By the end of sixth grade, students will be able to make meaning of these practices to uncover historical understandings and demonstrate civic competencies.

**Archdiocese of Louisville Social Studies Curriculum Framework
Sixth Grade**

Social Studies Practices - Grade 6		
<p>6.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>6.A.1 Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p>6.A.2 Identify and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art, photographs, artifacts, oral histories, maps, and graphs).</p> <p>6.A.3 Explain content, authorship, point of view, purpose, and format.</p> <p>6.A.4 Draw inferences from implicit ideas.</p> <p>6.A.5 Recognize and describe the arguments of others on specific social studies topics and identify evidence to support the arguments.</p> <p>6.A.6 Examine arguments related to a specific social studies topic from multiple perspectives.</p> <p>6.A.7 Identify bias; explain the role of bias and potential audience.</p>	<p>6.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>6.B.1 Identify ways that events are related chronologically to one another.</p> <p>6.B.2 Employ mathematical skills to measure time in years, decades, centuries, and millennia; calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and interpret data presented in timelines.</p> <p>6.B.3 Identify causes and effects from historical events and current events and classify the relationship between multiple causes and multiple effects.</p> <p>6.B.4 Examine and analyze long-term effects of an event from history or current events.</p> <p>6.B.5 Recognize and analyze patterns of historical continuity and change over periods of time.</p> <p>6.B.6 Identify the role of turning points in historical change.</p> <p>6.B.7 Compare histories in different places in the Eastern Hemisphere utilizing timelines.</p> <p>6.B.8 Identify ways that changing eras affect the historical narrative.</p>	<p>6.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>6.C.1 Identify a region in the Eastern Hemisphere by describing its characteristics, and then compare those characteristics to other regions.</p> <p>6.C.2 Describe and compare events in the history of civilizations in the Eastern Hemisphere during similar time periods, but in different geographical regions, and connect to global processes.</p> <p>6.C.3 Identify how the relationship between geography, economics, and history shapes events in the study of the Eastern Hemisphere.</p>

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<p>6.D. Geographic Reasoning <i>Students will independently and collaboratively:</i></p> <p>6.D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p>6.D.2 Distinguish human activities and human-made features from natural environments in the Eastern Hemisphere.</p> <p>6.D.3 Identify the relationship between human activities and the natural environment through the study of cases in the Eastern Hemisphere.</p> <p>6.D.4 Recognize and explain how cultural, economic, and physical-environmental characteristics of regions affect the history of societies in the Eastern Hemisphere.</p> <p>6.D.5 Describe the spatial organization of a place, considering the historical, social, political, and economic implication of that organization.</p> <p>6.D.6 Recognize that boundaries and definitions of location are historically constructed.</p>	<p>6.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i></p> <p>6.E.1 Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events.</p> <p>6.E.2 Examine the role that various resources (human, physical, and natural) have in providing goods and services.</p> <p>6.E.3 Compare market economies to other economic systems in the Eastern Hemisphere.</p> <p>6.E.4 Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.</p> <p>6.E.5 Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.</p> <p>6.E.6 Describe government decisions that affect economies in case studies from the Eastern Hemisphere. Use historical examples to compare the costs and benefits of economic decisions.</p>	<p>6.F. Civic Participation <i>Students will independently and collaboratively:</i></p> <p>6.F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussions.</p> <p>6.F.2 Participate in negotiating and compromising in the resolution of differences and conflicts; introduce and examine the role of conflict resolution.</p> <p>6.F.3 Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.</p> <p>6.F.4 Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.</p> <p>6.F.5 Identify global situations in which social actions are required and suggest solutions.</p> <p>6.F.6 Identify and explore different types of political systems and ideologies used at various times in the Eastern Hemisphere.</p> <p>6.F.7 Identify the role of key individuals and groups in political and social systems.</p> <p>6.F.8 Identify and describe opportunities for and the role of the individual in social and political participation at various times in the Eastern Hemisphere.</p> <p>6.F.9 Identify ways that current figures can influence people's rights and freedom in the Eastern Hemisphere.</p> <p>6.F.10 Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.</p>
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**Archdiocese of Louisville Social Studies Curriculum Framework
Sixth Grade**

Present-Day Eastern Hemisphere Geography

6.G.1 The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

6.G.1a Maps can be used to represent the varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

** Students will use maps to identify and examine the varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.*

6.G.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

- Middle East (North Africa and Southwest Asia)

- Sub-Saharan Africa

- Europe (West, North, South, Central, and Southeast)

- Russia and the Independent States (Russia, Caucasus, Central Asia, and the region of Belarus, Moldova, and Ukraine)

- East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)

- Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)

- South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)

- Oceania (Australia, New Zealand, the Pacific)

** Students will identify and describe various regions of the Eastern Hemisphere.*

6.G.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

** Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.*

** Students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.*

6.G.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

** Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere.*

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Guided Questions

- * What are physical and cultural differences between North Africa and Sub-Saharan Africa?
- * What effect did geography have on the population distribution in the Eastern Hemisphere?
- * How do historical issues affect the current political climate in the Eastern Hemisphere?

Catholic Identity Connections

- * The population of Catholics in the regions of the Eastern Hemisphere has varied over time.
- * The Catholic faith has played a role in shaping the leadership in various Eastern Hemisphere countries.
- * God created a world with diverse climates, landforms, and resources.

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The First Humans through the Neolithic Revolution in the Eastern Hemisphere

6.NR.1 The first civilized humans modified their physical environment as well as adapted to their environment.

6.NR.1a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.

** Students will describe how humans adapted to various environments.*

6.NR.1b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

** Students will analyze artifacts and describe the role of archaeologists in gathering evidence about a group of people.*

6.NR.1c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

** Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.*

** Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.*

** Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and the Neolithic Age.*

6.NR.1d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

** Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.*

Guided Questions

- * How did the first civilized humans modify their environment?
- * In what ways was the Neolithic Revolution a turning point in history?
- * How is the work of archaeologists important to the study of early civilizations?

Catholic Identity Connections

- * Throughout the ages, people have formed communities and relied on one another.
- * People use their talents and skills in utilitarian and aesthetic ways.

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Sixth Grade**

Early River Valley Civilizations in the Eastern Hemisphere (ca. 3500 B.C.E. - ca. 500 B.C.E.)

6.RV.1 Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

6.RV.1a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.

* Students will identify the shared customs, beliefs, ideas, and languages that give a cultural identity to a particular group.

6.RV.1b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River Valley, the Indus River Valley, and the Nile River Valley developed complex societies and civilizations.

* Students will explore at least two river valley societies and civilizations (one in the Middle East [Mesopotamia or Nile River Valley], one in South Asia [Indus River Valley], or one in East Asia [Yellow River Valley]) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.

* Students will examine the major events in the history of the Israelites and the role they played in shaping future civilizations.

6.RV.1c Mesopotamia, Yellow River Valley, Indus River Valley, and Nile River Valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

* Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

6.RV.1d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within society.

* Students will compare and contrast gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.

* Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.

Guided Questions

- * How did the isolation of Egypt uniquely affect its development in comparison to other river valley civilizations?
- * What are the shared cultural characteristics of each river valley civilization?
- * How did each civilization modify or adapt to its environments?

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Catholic Identity Connections

- * Significant people from the Old Testament (e.g., Abraham and Moses) impacted the beginning of Christianity in this time and place.
- * The Old Testament describes the people and their lives during this time period.
- * Gifts and talents shared by individuals can provide lasting impacts.

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Sixth Grade**

Comparative World Religions (ca. 2000 B.C.E - ca. 630 C.E)

6.WR.1 Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

6.WR.1a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.

** Students will compare and contrast belief systems and religions that developed in the Eastern Hemisphere.*

6.WR.1b Belief systems and religions are based on sets of mutually held values.

** Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)*

6.WR.1c Belief systems and religions are based on sets of mutually held values.

** Students will identify similarities and differences across belief systems, including their effect on social order and gender roles.*

** Students will explore the influence of various belief systems on contemporary cultures and events.*

Guided Questions

- * What influences the religion and belief system of a group of people?
- * How were belief systems in the Eastern Hemisphere different and similar to each other?
- * How do belief systems impact social order and gender roles?

Catholic Identity Connections

- * Many world religions in existence today developed during this time.
- * Sacred writings and holy texts (e.g., the Bible) provide guidance for peoples of a particular religion.
- * Over the course of history, people with shared values developed belief systems or religions.

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Sixth Grade**

Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E - ca. 500 C.E.)

6.CC.1 As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

6.CC.1a *Geographic factors influence the development of classical civilizations and their political structures.*

- * Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- * Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.CC.1b *Political structures were developed to establish order, to create and enforce laws, and to enable decision making.*

- * Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.CC.1c *A period of peace, prosperity, and cultural achievements may be indicative of a golden age.*

- * Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations experienced a golden age.
- * Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

Guided Questions

- * How do geographic factors influence the development of civilizations?
- * How do political structures benefit the people of a society?
- * Why would peace, prosperity, and cultural achievements be indicators of a golden age?

Catholic Identity Connections

- * Through the Ten Commandments, God provided us with the guidelines for living in community.
- * The gifts and talents shared at one point in time can have a lasting influence.
- * God's people have a responsibility to protect the well-being of others by following rules and laws.

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Sixth Grade**

**Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates
(ca. 600 C.E. - ca. 1450)**

6.MW.1 The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.

6.MW.1a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.

- * *Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Catholic Church in providing some measure of central authority.*

6.MW.1b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.

- * *Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.*

6.MW.1c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.

- * *Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.*

6.MW.1d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.

- * *Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions.*
- * *Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.*

Guided Questions

- * What are the unique characteristics of each of the three empires (Byzantine, feudal Europe, and Islamic)?
- * How did the spread of Christianity and Islam cause conflict between both regions?
- * How did the fall of the Roman Empire lead to the Great Schism?

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Catholic Identity Connections

- * The development of the role of the Pope had a significant impact during this time.
- * Growth of the Catholic Church was related to the development of feudal Europe.
- * The Catholic Church provided guidance during these turbulent times.

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Interactions across the Eastern Hemisphere (ca. 600 C.E. - ca. 1450)

6.1.1 Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

6.1.1a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

- * *Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.*
- * *Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.*
- * *Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places they visited, what was learned, and what was exchanged as a result of their travel.*
- * *Students will examine the influence of Alexander the Great on the Eastern Hemisphere.*

6.1.1b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.

- * *Students will map the extent of the Mongol Empire at the height of its power.*
- * *Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade.*

6.1.1c The spread of the Black Death (Bubonic Plague) was a result of interregional exchange between various regions within Afro-Eurasia.

- * *Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and primary source documents.*

6.1.1d Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

- * *Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder.*

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Guided Questions

- * What were the effects of trade on various civilizations in the Eastern Hemisphere?
- * How did the Black Death alter European societies?
- * How did improving technology change life in the Eastern Hemisphere up to 1450 C.E.?

Catholic Identity Connections

- * The Catholic Church played an important role in ministering to those affected by the Black Death.
- * Trade had a significant influence on the spread of the Catholic faith.
- * We are called to help those in need due to sickness, death, poverty, or other issues.

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Sixth Grade**

Connections to Reading Standards for Literacy in History/Social Studies - Grades 5-8

5-8.A. Reading Standards for Informational Text

Key Ideas and Details

- 5-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 5-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 5-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 5-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 5-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 5-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 5-8.A.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 5-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

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5-8.B. Writing Standards

Text Types and Purposes

- 5-8.B.1 Write arguments focused on discipline-specific content.
 - 5-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - 5-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 5-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
 - 5-8.B.1d Establish and maintain a formal style.
 - 5-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.
- 5-8.B.2 Write informative/explanatory texts, including the narration of historical events.
 - 5-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 5-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 5-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
 - 5-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 5-8.B.2e Establish and maintain a formal style and objective tone.
 - 5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 5-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 5-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Research to Build and Present Knowledge

- 5-8.B.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 5-8.B.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 5-8.B.7 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 5-8.B.8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

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5-8.C. Speaking and Listening Standards

Comprehension and Collaboration

- 5-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 5-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 5-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 5-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5-8.C. Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

**Archdiocese of Louisville Social Studies Curriculum Framework
Seventh Grade**

Seventh Grade

Grade Seven Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. Students learn about the human experience in the United States from pre-Columbian times until the Civil War, with a focus on people, events, and places. Students learn to see connections across time.

Through the Practices of the Inquiry Arc, students will:

- explore the powers, limitations, and responsibilities that both governments and citizens are afforded
- understand the impacts of economic decisions
- support and develop their explanations with evidence
- turn toward a critical examination of historical events to provide them with the insight necessary to develop and support a claim
- analyze and embrace the disciplinary thinking required of a social scientist

Students will plan, implement, and reflect upon informed action. By the end of seventh grade, students will be able to use evidence to understand and illustrate the importance of cause and effect within civic mindedness, economic decision making, and geographic reasoning and historical thinking.

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Social Studies Practices - Grade 7		
<p>7.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>7.A.1 Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.</p> <p>7.A.2 Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p> <p>7.A.3 Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting and analyzing arguments or evidence.</p> <p>7.A.4 Recognize an argument, make inferences, and identify supporting evidence related to a specific social studies topic.</p> <p>7.A.5 Examine arguments related to a specific social studies topic from multiple perspectives.</p> <p>7.A.6 Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.</p>	<p>7.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>7.B.1 Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p> <p>7.B.2 Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E and C.E.); and to interpret the data presented in timelines.</p> <p>7.B.3 Identify and analyze causes and effects, using examples from historical and current events.</p> <p>7.B.4 Recognize, analyze, evaluate, and model dynamics of historical continuity and change over periods of time.</p> <p>7.B.5 Recognize that changing the periodization affects the historical narrative.</p>	<p>7.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>7.C.1 Identify a region of the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside and outside the continental United States) with similar characteristics.</p> <p>7.C.2 Describe, compare, and evaluate multiple historical developments and experiences within the United States in various chronological and geographical contexts.</p> <p>7.C.3 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.</p> <p>7.C.4 Connect historical developments to specific circumstances of time and place and to the bigger picture.</p>

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<p>7.D. Geographic Reasoning <i>Students will independently and collaboratively:</i></p> <p>7.D.1 Use location terms and geographic representations to describe where places in United States history were in relation to each other.</p> <p>7.D.2 Distinguish human-made features from "environments" and describe the relationship between human activities and the environment.</p> <p>7.D.3 Recognize and analyze how characteristics of regions affect the history of the United States.</p> <p>7.D.4 Characterize and analyze changing interconnections between places and regions.</p> <p>7.D.5 Describe how boundaries and definition of location are historically constructed.</p>	<p>7.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i></p> <p>7.E.1 Explain how economic decisions affect different groups of people in the United States.</p> <p>7.E.2 Identify examples of buyers and sellers in product, labor, and financial markets.</p> <p>7.E.3 Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.</p> <p>7.E.4 Examine the roles of institutions, such as joint stock companies and banks, and government policies in the development of the United States economy before the Civil War.</p> <p>7.E.5 Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p>	<p>7.F. Civic Participation <i>Students will independently and collaboratively:</i></p> <p>7.F.1 Identify and explain different types of political systems and ideologies used at various times in the history of the United States and explain the role of individuals and key groups in those political and social systems.</p> <p>7.F.2 Identify, describe, and compare the role of the individual in social and political participation in the early history of the United States.</p> <p>7.F.3 Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.</p> <p>7.F.4 Identify how social and political responsibilities developed in American society.</p>
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Native Americans

7.NA.1 The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

7.NA.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

- * *Students will examine theories of human settlement of the Americas.*
- * *Students will compare and contrast different Native American culture groups of North America, with a focus on adaptations to their environment.*

Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

- * For this document, the term "Native Americans" is used with the understanding that it could say "American Indians".

Guided Questions

- * How did the first humans get to the Americas?
- * How do the cultural regions compare? How are they different?
- * How did geography influence political development?

Catholic Identity Connections

- * We are called to use our environment and its natural resources wisely as we care for creation. (CST - Care for God's Creation)
- * Each person should be treated with dignity and respect. (CST - Life and Dignity of the Human Person)
- * It is important that we learn to work together for the good of all. (CST - Call to Family, Community, and Participation)

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Colonial Developments

7.CD.1 European exploration of the New World resulted in various interactions with Native Americans in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

7.CD.1a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- * Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- * Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers.

7.CD.1b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.

- * Students will compare and contrast British interactions with Native Americans.
- * Students will investigate other Native American societies originally found in their locality and their interactions with European groups.
- * Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.CD.1c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- * Students will investigate the reasons many Europeans, including Catholics, travelled to North America.
- * Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- * Students will examine the economic, social, and political characteristics of each colonial region, such as triangular trade.

7.CD.1d Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

- * Students will describe the conditions of the Middle Passage.
- * Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves.
- * Students will investigate different methods enslaved Africans used to survive and resist their conditions.
- * Students will distinguish between indentured servitude and slavery.

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7.CD.2 Groups of people left the colonies following the Revolutionary War to settle in the South and West.

7.CD.1d *Groups of Catholics left Maryland in search of better lives and settled in Kentucky.*

- * Students will explore the settlement of Catholics in Kentucky in the areas near the village of Bardstown.
- * Students will explore the creation of the Diocese of Bardstown, the first inland diocese, which stretched from the Great Lakes to the Deep South, from the Allegheny Mountains to the Mississippi River.
- * Students will research significant Catholic figures in Kentucky history, such as Bishop Benedict Joseph Flaget, Mother Catherine Spalding, and John Lancaster.

Guided Questions

- * Why did Europeans begin to sail west?
- * Why were Africans chosen as slaves?
- * How do the three colonial regions compare? How are they different?

Catholic Identity Connections

- * Jesus taught us to treat others with respect and dignity (ex. treatment of Native Americans and slaves on the Middle Passage). (CST - Life and Dignity of the Human Person)
- * We are called to resolve conflicts through peaceful means (ex. Maryland served as a Catholic refuge). (CST - Life and Dignity of the Human Person)
- * We must determine ways to be active and productive members of society. (CST - Call to Family, Community, and Participation)

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American Independence

7.AI.1 Growing tensions over political power and economic issues sparked a movement for independence from Great Britain.

7.AI.1a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- * *Students will locate battles fought between France and Great Britain during the 17th and 18th centuries.*
- * *Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.*
- * *Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.*
- * *Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.*

7.AI.1b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- * *Students will investigate plans for colonial unification made before the war.*
- * *Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.*
- * *Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.*
- * *Students will compare the proportions of loyalists and patriots in different regions.*
- * *Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.*

7.AI.1c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- * *Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's "Common Sense" had on colonial leaders in their debates on independence.*
- * *Students will examine the Declaration of Independence and the arguments for independence stated within it.*

7.AI.1d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- * *Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.*
- * *Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.*
- * *Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.*

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Guided Questions

- * What are similarities between the Patriots and Loyalists? What are differences?
- * What made George Washington an effective leader?
- * How did the military tactics evolve through the war?

Catholic Identity Connections

- * We each have not only rights, but we also have responsibilities. (CST - Rights and Responsibilities)
- * We are called to the pursuit of justice and peace (ex. Carol was a Catholic signer of the Declaration of Independence). (CST - Solidarity)
- * God calls us to help those who are in need of our care and assistance. ex. Catholic view of a just war). (CST - Option for the Poor and Vulnerable)

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Historical Development of the Constitution

7.HC.1 The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

7.HC.1a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

** Students will examine the differences in state laws and economies.*

7.HC.1b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

** Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.*

7.HC.1c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

** Students will examine, from multiple perspectives, arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.*

** Students will examine how key issues were resolved during the Constitutional Convention, including:*

- state representation in Congress (Great Compromise or bicameral legislature)*
- the balance of power between the federal and state governments (establishment of the three branches)*
- the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)*

Guided Questions

- * What were weaknesses of the Articles of Confederation?
- * What were the reasons for the Constitutional Convention?
- * How was the Constitution written?

Catholic Identity Connections

- * The rights of people must be protected (ex. Bill of Rights and freedom of religion). (CST - Rights and Responsibilities)
- * We are called to live our lives in harmony and collaboration (ex. laws are made that are necessary and proper). (CST - Life and Dignity of the Human Person)
- * Loving our neighbor is fundamental to human existence (ex. Catholic immigration). (CST - Solidarity)

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The Constitution in Practice

7.CP.1 The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes.

7.CP.1a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

* Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

7.CP.1b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

* Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.

* Students will examine how checks and balances work by tracing how a bill becomes a law.

* Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.CP.1c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.

* Students will examine the process for amending the Constitution.

* Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties.

7.CP.1d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of states' rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

* Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution.

* Students will examine the Monroe Doctrine and its effects on foreign policy.

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Guided Questions

- * Why did political parties form?
- * What were the implications of the Adams/Jefferson election?
- * Why didn't George Washington seek a third term?

Catholic Identity Connections

- * Through collaboration and community, we live the lives we are called to live (ex. Sisters of Charity of Nazareth are co-founded in 1812). (CST - Call to Family, Community, and Participation)
- * It is our responsibility to treat others fairly and with respect (ex. slavery was legal, but was it right - legal vs. moral). (CST - Life and Dignity of the Human Person)
- * We have an obligation to care for others (ex. establishment of Catholic schools). (CST - Solidarity)

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Westward Expansion

7.WE.1 Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

7.WE.1a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

** Students will identify Native American groups that had to adapt after the British lost the Revolutionary War.*

7.WE.1b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

** Students will compare and evaluate the ways in which the Louisiana Purchase, Florida, Texas, and territories from the Mexican Cession were acquired by the United States.*

** Students will examine the development of the Industrial Revolution.*

7.WE.1c Westward expansion provided opportunities for some groups while harming others.

** Students will examine new ways of transportation.*

** Students will examine the growth of suffrage for white men during Andrew Jackson's administration.*

** Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.*

** Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.*

** Students will examine immigration for political, economic, or religious reasons.*

Guided Questions

- * What were reasons that the American System promoted westward movement?
- * How did the spread of cotton and slavery affect westward movement?
- * How did the Texas Revolution and the Mexican War increase westward movement?

Catholic Identity Connections

- * We have a responsibility to help people in their time of need (ex. Catholic Irish and German immigrants). (CST - Option for the Poor and Vulnerable)
- * Human life is sacred and we are called to treat others fairly and with respect (ex. Trail of Tears). (CST - Life and Dignity of the Human Person)
- * We have a responsibility to protect the rights of others (ex. Manifest Destiny). (CST - Rights and Responsibilities)

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Reform Movements

7.RM.1 Social, political, and economic inequalities sparked various reform movements and resistance efforts.

7.RM.1a The Second Great Awakening inspired reform movements.

- * Students will investigate examples of early 19th-century reform efforts, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.RM.1b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- * Students will examine ways in which enslaved Africans organized and resisted their conditions.
- * Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- * Students will examine the effects of "Uncle Tom's Cabin" on the public perception of slavery.
- * Students will investigate Kentucky's role in the abolition movement, including the locations of Underground Railroad stations.

7.RM.1c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

- * Students will examine the efforts of women to acquire more rights.
- * Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

Guided Questions

- * What were ways slaves resisted their conditions?
- * What were the working conditions in the factories?
- * How did women acquire more rights in the mid-1800s?

Catholic Identity Connections

- * We have a responsibility to care for those who need our help. (CST - Option for the Poor and Vulnerable)
- * It is important that as citizens we lend support to the peaceful resolution of conflict (ex. Second Great Awakening - Bloody Monday in 1855). (CST - Life and Dignity of the Human Person)
- * The dignity of work and the rights of workers must be protected. (CST - The Dignity of Work and the Rights of Workers)

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A Nation Divided

7.ND.1 Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

7.ND.1a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.

* Students will examine regional economic differences as they related to industrialization.

7.ND.1b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

* Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

* Students will examine growing sectional tensions, including the decision in "Dred Scott v. Sanford" (1857) and the founding of the Republican Party.

7.ND.1c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

* Students will examine both long- and short-term causes of the Civil War.

* Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.

* Students will examine the role of Kentucky in the Civil War, including its contributions to the war effort and the controversy over the draft.

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7.ND.1d The course and outcome of the Civil War were influenced by strategic leaders from both the North and the South, decisive battles, and military strategy and technology that utilized the region's geography.

- * *Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.*
- * *Students will examine the goals and content of Lincoln's Emancipation Proclamation.*
- * *Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.*
- * *Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.*
- * *Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and South at Gettysburg or Antietam.*

7.ND.1e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

- * *Students will examine the roles of women, civilians, and free African Americans during the Civil War.*
- * *Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on the North and South*
- * *Students will explain how events of the Civil War led to the establishment of federal supremacy.*

Guided Questions

- * What issues led to the start of the Civil War?
- * Is war ever justifiable?
- * What was the purpose of the Emancipation Proclamation?
- * What were the responses after the war in the North and the South?

Catholic Identity Connections

- * We have an obligation to do all we can to protect the rights of others (ex. Catholic soldiers on both sides of the Civil War). (CST - Solidarity)
- * As one human family, we are called to care for one another (ex. nuns serving as nurses in the Civil War in places such as Nazareth, Kentucky). (CST - Option for the Poor and Vulnerable)
- * It is our responsibility to treat others fairly and with respect. (CST - Life and Dignity of the Human Person)

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Connections to Reading Standards for Literacy in History/Social Studies - Grades 5-8

5-8.A. Reading Standards for Informational Text

Key Ideas and Details

- 5-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 5-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 5-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 5-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 5-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 5-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 5-8.A.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 5-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

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5-8.B. Writing Standards

Text Types and Purposes

- 5-8.B.1 Write arguments focused on discipline-specific content.
 - 5-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - 5-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 5-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
 - 5-8.B.1d Establish and maintain a formal style.
 - 5-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.
- 5-8.B.2 Write informative/explanatory texts, including the narration of historical events.
 - 5-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 5-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 5-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
 - 5-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 5-8.B.2e Establish and maintain a formal style and objective tone.
 - 5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 5-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 5-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Research to Build and Present Knowledge

- 5-8.B.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 5-8.B.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 5-8.B.7 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 5-8.B.8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

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5-8.C. Speaking and Listening Standards

Comprehension and Collaboration

- 5-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 5-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 5-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 5-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5-8.C. Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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Eighth Grade**

Grade Eight Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social, and political trends. Students examine the human experience in the United States from Reconstruction to present day including the opportunity to explore contemporary issues.

The goal in eighth grade is that students will demonstrate civic-mindedness by clearly articulating the significance of civic participation and explaining how these processes are encouraged in order to address and influence societal needs.

Through the Practices of the Inquiry Arc, students will:

- embrace their roles in creating and sustaining change that will have positive implications in their communities, nation, and world
- seek to expand their global perspectives by analyzing how humans interact with their environment in ways that impact culture and create long-term, human-induced change
- explore their functions in this change as they seek to develop an understanding of the role that economic issues and decisions made at all levels play on their nation and their world
- uncover and effectively utilize data that support their analyses and lead to the development of informed opinions that will determine how they choose to participate in change and impact their society

These learners will embrace change and take necessary steps to move this change into action. By the end of eighth grade, students will be able to utilize knowledge about the interconnectedness of geography, economics, and history to actively engage through civic participation.

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Social Studies Practices - Grade 8

<p>8.A. Gathering, Interpreting, and Using Evidence <i>Students will independently and collaboratively:</i></p> <p>8.A.1 Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.</p> <p>8.A.2 Identify, describe, and evaluate evidence about events from diverse sources (primary and secondary sources including written documents, works of art, photographs, charts and graphs, artifacts, and oral traditions).</p> <p>8.A.3 Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments of evidence.</p> <p>8.A.4 Make inferences and draw conclusions from evidence.</p> <p>8.A.5 Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.</p>	<p>8.B. Chronological Reasoning and Causation <i>Students will independently and collaboratively:</i></p> <p>8.B.1 Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p> <p>8.B.2 Employ mathematical skills to interpret and create timelines.</p> <p>8.B.3 Identify causes and effects using examples from historical and current events.</p> <p>8.B.4 Identify, analyze, and evaluate the relationships among multiple causes and effects.</p> <p>8.B.5 Distinguish between long-term and immediate causes and effects of an event.</p> <p>8.B.6 Recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time.</p> <p>8.B.8 Relate patterns of continuity and change to larger historical processes and themes.</p> <p>8.B.7 Recognize that the historical narrative is a product of its period of time.</p> <p>8.B.9 Identify and describe models of historical periods that historians use to categorize events.</p>	<p>8.C. Comparison and Contextualization <i>Students will independently and collaboratively:</i></p> <p>8.C.1 Identify and compare multiple perspectives on a given historical experience (religion, gender, class, and race).</p> <p>8.C.2 Describe, compare, and evaluate multiple historical developments (within societies, across and between societies; in various chronological and geographical contexts).</p> <p>8.C.3 Describe the relationship between geography, economics, and history as a context for events and movements in the United States.</p> <p>8.C.4 Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.</p>
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<p>8.D. Geographic Reasoning <i>Students will independently and collaboratively:</i> 8.D.1 Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities. 8.D.2 Identify, describe, and analyze how environments affect human activities and how human activities affect physical environments in the United States. 8.D.3 Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States. 8.D.4 Characterize and analyze changing interconnections between places and regions. 8.D.5 Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe how boundaries and definition of location are historically constructed.</p>	<p>8.E. Economics and Economic Systems <i>Students will independently and collaboratively:</i> 8.E.1 Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people. 8.E.2 Explain the roles of buyers and sellers in product, labor, and financial markets. 8.E.3 Describe the role of competition in the determination of prices and wages in a market economy. 8.E.4 Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States. 8.E.5 Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. 8.E.6 Explain how government policies affect the economy.</p>	<p>8.F. Civic Participation <i>Students will independently and collaboratively:</i> 8.F.1 Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements. 8.F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem. 8.F.3 Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of a debate. 8.F.4 Identify situations in which social actions are required and determine an appropriate course of action. 8.F.5 Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights on a national and global level. 8.F.6 Understand the social and political responsibilities associated with citizenship in a democratic society. 8.F.7 Identify and explain different types of political systems and ideologies in United States history and explain the roles of individuals and key groups in those political and social systems. 8.F.8 Identify, describe, and contrast the role of individuals in opportunities for social and political participation as an agent of change in different societies and communities, as well as at different times, in United States history.</p>
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Reconstruction

8.R.1 Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.

8.R.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- * Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and Congressional (Radical) Reconstruction.

8.R.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- * Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- * Students will examine the purpose, successes, and the extent of its success of the Freedmen's Bureau.
- * Students will examine the effects of the sharecropping system on African Americans.
- * Students will examine the reasons for the migration of African Americans to the North.
- * Students will examine the rise of African Americans in government.

8.R.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- * Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- * Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.
- * Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- * Students will examine the effects of the "Plessy v. Ferguson" ruling.

Guided Questions

- * How did the government structure create challenges for Reconstruction?
- * To what extent are the challenges of Reconstruction still present in our society?
- * Did federal Reconstruction initiatives infringe on states' rights?

Catholic Identity Connections

- * We have a responsibility to care for the poor and vulnerable. (CST - Option for the Poor and Vulnerable)
- * Each person should be treated with dignity and respect. (CST - Life and Dignity of the Human Person)
- * We each have not only rights, but we also have responsibilities. (CST - Rights and Responsibilities)

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A Changing Society

8.CS.1 Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

8.CS.1a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States.

- * *Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.*
- * *Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.*

8.CS.1b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- * *Students will examine the population growth of U.S. cities and the technologies and industries which encouraged this growth.*
- * *Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.*

8.CS.1c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

- * *Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.*
- * *Students will explore the growth and effects of child labor and sweatshops.*
- * *Students will explore the development of political machines, such as Boss Tweed and Tammany Hall.*

8.CS.1d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

- * *Students will examine the goals and tactics of specific labor unions such as the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.*
- * *Students will examine key labor events such as the Haymarket affair, the Pullman Strike, and the International Ladies Garment Workers' Union strike.*

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8.CS.1e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

- * Students will examine the Populist Party as a reform effort by farmers in response to industrialization.*
- * Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.*
- * Students will explore leaders and activities of the temperance and woman's suffrage movements.*
- * Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.*

Guided Questions

- * How did industrialization change American cities?
- * How did immigration change American cities?
- * How did industrialization and immigration impact the quality of life for Americans?

Catholic Identity Connections

- * The dignity of work and the rights of workers must be protected. (CST - The Dignity of Work and the Rights of Workers)
- * As refugees settled in Louisville, Catholic Charities provided support. (CST - Option for the Poor and Vulnerable)

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Expansion and Imperialism

8.EI.1 Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

8.EI.1a Continued westward expansion contributed to increased conflicts with Native Americans.

- * Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.
- * Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.
- * Students will examine policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.

8.EI.1b The Spanish-American War contributed to the rise of the United States as an imperial power.

- * Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS Maine.
- * Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.

8.EI.1c Interest in Pacific trade contributed to an increase in United States foreign interactions.

- * Students will assess the events surrounding the annexation of Hawaii.
- * Students will examine the purpose and effects of the Open Door Policy.

8.EI.1d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

- * Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

Guided Questions

- * Should the United States continue to make reparations for their actions towards Native Americans?
- * Is the United States still an imperial power?
- * How did the role of the United States in the world change in the 19th century?

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Catholic Identity Connections

- * The dignity of each person is fundamental to a moral vision for society. (CST - Life and Dignity of the Human Person)
- * We are called to resolve conflicts through peaceful means. (CST - Life and Dignity of the Human Person)
- * Each person has a responsibility to look out for those who are more vulnerable. (CST - Option for the Poor and Vulnerable)

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World War I and the Roaring Twenties

8.WWI.1 Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

8.WWI.1a International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

- * *Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.*
- * *Students will examine examples of war propaganda and its effects on support for United States involvement in the war.*
- * *Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).*

8.WWI.1b New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- * *Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.*

8.WWI.1c Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.

- * *Students will examine Wilson's Fourteen Points and investigate why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.*

8.WWI.1d After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- * *Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.*
- * *Students will examine the reasons for and effects of prohibition on American society.*
- * *Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.*
- * *Students will explore the changes in American culture after World War I, such as an examination of the Harlem Renaissance.*

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Guided Questions

- * What were the United States' motivations for entering World War I?
- * How did new technologies change the battlefield?
- * How did American culture change after World War I?

Catholic Identity Connections

- * Human life is sacred and we are called to resolve conflict through peaceful means. (CST - Life and Dignity of the Human Person)
- * We are called to the pursuit of justice and peace. (CST - Solidarity)
- * Loving our neighbor has taken on a global meaning. (CST - Solidarity)

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Great Depression

8.GD.1 Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate

role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.

8.GD.1a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

** Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.*

8.GD.1b The Great Depression and the Dust Bowl affected American businesses and families.

** Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in rural and urban communities during the Great Depression.*

** Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as*

cultural

consequences of the Dust Bowl, and federal government efforts to address the problem.

8.GD.1c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

** Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.*

Guided Questions

- * Which was the greatest contributing factor the Great Depression: a lifestyle of excess or a lack of government oversight?
- * How did American life change during the Great Depression?
- * How did the role of the government change as a result of the Great Depression?

Catholic Identity Connections

- * As one human family, we are called to look out for one another. (CST - Solidarity)
- * We have an obligation to help people in their time of need so that they can experience economic justice. (CST - Option for the Poor and Vulnerable)
- * It is important that we feel that we are productive members of our society. (CST - Dignity of Work and the Rights of Workers)

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World War II

8.WWII.1 The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.

8.WWII.1a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.

** Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.*

8.WWII.1b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.

** Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.*

** Students will examine the impact of segregation in the military and the contributions of minorities to the war effort (e.g., the Tuskegee Airmen and the Navajo Code Talkers).*

** Students will investigate the effects of the war on the American economy and day-to-day life.*

** Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in "Korematsu v. United States" (1944).*

** Students will examine the role of Kentuckians in World War II.*

8.WWII.1c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and protect human rights.

** Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.*

** Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.*

** Students will examine the structure and work of the United Nations.*

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Guided Questions

- * What were the contributing factors for the bombing of Pearl Harbor?
- * What was the impact of propaganda before and during World War II?
- * How did World War II bring the global community together to work for human rights?
- * Is there such a thing as a "Just War"?

Catholic Identity Connections

- * We are called to the pursuit of justice and peace. (CST - Solidarity)
- * It is important that as citizens, we lend support to the resolution of conflicts by peaceful means. (CST - Life and Dignity of the Human Person)
- * The rights of people must be protected. (CST - Rights and Responsibilities)

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Foreign Policy

8.FP.1 The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence/competition and environmental concerns are challenges faced by the United States.

8.FP.1a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.

- * Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- * Students will examine the term "nuclear superpower" and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.

8.FP.1b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.

- * Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban Missile Crisis, and the Vietnam War.

8.FP.1c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- * Students will examine the changing relationships between the United States and foreign countries/regions such as:
 - Middle East beginning in 1950
 - China beginning in 1950
 - Afghanistan beginning in the 1980s
 - Russia beginning in 1990
 - Countries in the Western Hemisphere, focusing on NAFTA, Cuba, and Mexico
 - European Union

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8.FP.1d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

- * *Students will examine the terrorist attack of September 11, 2001, its effects on national security, and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.*

8.FP.1e Increased globalization has led to increased economic interdependence and competition.

- * *Students will examine the increased economic interdependence and its impact on the United States and Kentucky economies.*
- * *Students will examine the roles of multinational corporations and their influence on the world economy.*

Guided Questions

- * What ideological differences have shaped our relationships with other countries and groups since World War II?
- * Has U.S. foreign policy really changed since the end of the Cold War?
- * What are the effects of globalization on the U.S. economy?

Catholic Identity Connections

- * There is interdependence found in a global society. (CST - Solidarity)
- * We have a responsibility to protect the rights of others. (CST - Rights and Responsibilities)
- * Each person is called to active participation. (CST - Call to Family, Community, and Participation)

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Demographic Change

8.DG.1 After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.

8.DG.1a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

- * Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.
- * Students will examine the effects of suburbanization, including urban decay, suburban growth, and shifts in the farming industry.
- * Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effects on political power.

8.DG.1b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.

- * Students will examine migration and immigration trends in Kentucky such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- * Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

8.DG.1c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

- * Students will explore the effects of pollution, industrialization, and population growth on the environment.

Guided Questions

- * How have population shifts impacted the U.S. economy?
- * How has cultural diversity defined the U.S.?
- * How have demographic changes strained the environment?

Catholic Identity Connections

- * As people age, it is our responsibility to see that they are cared for. (CST - Life and Dignity of the Human Person)
- * We are called to use natural resources wisely as we care for creation. (CST - Care for God's Creation)
- * It is important that we learn to live a life of harmony and respect for others. (CST - Solidarity)

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Domestic Politics and Reform

8.DP.1 The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental issues. Subsequent economic recession called for a new economic program.

8.DP.1a The civil rights movement began in the postwar era in response to long-standing inequalities in American society; however equality under the law was slow to change economic and ideological realities.

- * *Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.*
- * *Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, "Brown v. Board of Education of Topeka" (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.*
- * *Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.*

8.DP.1b The civil rights movement prompted renewed efforts for equality of women and other groups.

- * *Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, and the disabled.*
- * *Students will examine judicial actions taken to protect individual rights, such as "Miranda v. Arizona" (1966) and "Tinker v. Des Moines School District" (1969).*

8.DP.1c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.

- * *Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.*

8.DP.1d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.

- * *Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.*

8.DP.1e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

- * *Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.*

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Guided Questions

- * How do individual and public responses/perceptions set the tone for social movements?
- * How does government policy respond to social issues?
- * How does the government balance liberty and security?

Catholic Identity Connections

- * It is our responsibility to treat others fairly and with respect. (CST - Life and the Dignity of the Human Person)
- * We must determine ways to be active and productive members of society. (CST - Call to Family, Community, and Participation)
- *

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Connections to Reading Standards for Literacy in History/Social Studies - Grades 5-8

5-8.A. Reading Standards for Informational Text

Key Ideas and Details

- 5-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 5-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 5-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 5-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 5-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 5-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 5-8.A.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 5-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.

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5-8.B. Writing Standards

Text Types and Purposes

5-8.B.1 Write arguments focused on discipline-specific content.

5-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

5-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

5-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.

5-8.B.1d Establish and maintain a formal style.

5-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.

5-8.B.2 Write informative/explanatory texts, including the narration of historical events.

5-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

5-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

5-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.

5-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

5-8.B.2e Establish and maintain a formal style and objective tone.

5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

5-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

5-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Research to Build and Present Knowledge

- 5-8.B.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 5-8.B.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 5-8.B.7 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 5-8.B.8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

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5-8.C. Speaking and Listening Standards

Comprehension and Collaboration

- 5-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 5-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 5-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 5-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5-8.C. Note on Range and Content of Student Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.