



# **Archdiocese of Cincinnati**

## **Social Studies**

### **Graded Course of Study**

Aligned with:

**The Ohio New Learning Standards for Social Studies**

Infused with:

**Catholic Identity Initiatives**

**Grades K-8**

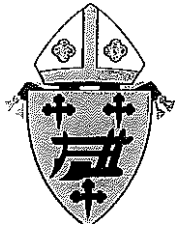
Updated 2021



**Approved by:**

Susan M. Gibbons, Superintendent of Schools

Krista Devine, Director of Curriculum and Assessment



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Catholic Schools Office

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Summer, 2021

Dear Catholic School Educators,

On behalf of the Catholic Schools Office, I am pleased to present the 2021 Archdiocesan Graded Course of Study (GCS) for Social Studies. This curriculum is the product of excellent research, effort, and was prepared to ensure the continuation of high-quality teaching and learning in our classrooms. Our Catholic schools have inherited a rich history of superior instruction for our students, and this body of work seeks to enhance that tradition as we incorporate data informed instruction with pedagogy.

The updated Graded Course of Study for Social Studies is designed to provide a strong foundation for educators teaching this subject. It continues to be aligned with National Core Curriculum and Ohio New Learning Standards while also including learning strands, anchor standards and curriculum maps; to support teachers as they plan lessons and incorporate these standards. Lastly, I invite you to review the portion related to the alignment with Catholic Identity and the Principles of Catholic Social Teaching. Our Church has been in the forefront of mathematical research and implementation, and it is important that connections continue to be made between the subject matter and our Catholic faith.

Your dedication to students, your vocation as Catholic school educators, and your continued support of our common mission is a gift to our entire Archdiocese.

Sincerely yours in Christ,

Susan M. Gibbons  
Director of Educational Services and  
Superintendent of Catholic Schools

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**RADIATE CHRIST**



## **Introduction to Social Studies**

In 2021, the Catholic Schools Office revised the K-8 Social Studies Graded Course of Study to provide clarity on curriculum standards outlining the academic expectations throughout our schools within the Archdiocese of Cincinnati. By our definition, the Graded Course of Study provides curriculum standards to identify the content knowledge and skills students are expected to demonstrate within courses and across grade levels. These standards provide normative targets and expectations for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level.

### **DOMAIN: HISTORY - H**

**Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.**

### **FOCUS AREA SKILLS:**

**HISTORICAL THINKING AND SKILLS:** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as student’s progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

**HERITAGE:** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others. Advances in science and technology have changed and continue to change the way people have communicated and traveled.

**EARLY CIVILIZATIONS:** The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

**FEUDALISM AND TRANSITIONS:** Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.

**FIRST GLOBAL AGE:** The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.

**COLONIZATION TO INDEPENDENCE:** European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

**A NEW NATION:** The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.

**EXPANSION:** The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.

**CIVIL WAR AND RECONSTRUCTION:** Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.

### **DOMAIN: GEOGRAPHY - G**

**Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world. Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.**

### **FOCUS AREAS SKILLS:**

**SPATIAL THINKING AND SKILLS:** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

**PLACES AND REGIONS:** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

**HUMAN SYSTEMS:** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

**DOMAIN: GOVERNMENT - GV**

**Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare. They use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.**

**FOCUS AREAS SKILLS:**

**CIVIC PARTICIPATION AND SKILLS:** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

**RULES AND LAWS:** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.

**ROLES AND SYSTEMS OF GOVERNMENT:** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

**DOMAIN: ECONOMICS - E**

**Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.**

## FOCUS AREAS SKILLS:

ECONOMIC DECISION MAKING AND SKILLS: Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

SCARCITY: There are not enough resources to produce all the goods and services that people desire.

MARKETS: Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

FINANCIAL LITERACY: Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.



## **KINDERGARTEN SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Kindergarten.

### **SOCIAL STUDIES APPLICATION**

Kindergarten students are expected to meet the year's grade-specific standards. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

**THEME: PEOPLE WORKING TOGETHER** – Work serves as an organizing theme for the kindergarten grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### **Kindergarten Social Studies Exiting Skills**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Kindergarten students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Understands that time can be measured.
- ✓ Can communicate personal history through personal stories and pictures.

##### **Focus Skill Area: Heritage**

- ✓ Can understand the language you speak reflects your family heritage.
- ✓ Understands that cultural heritage comes from your birth and family influence.

- ✓ Can identify the symbols of the United States
  - American flag
  - Pledge of Allegiance
  - National Anthem

## **Domain: Geography**

### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Understands terms related to direction and distances.

### **Focus Skill Area: Places and Regions**

- ✓ Can use models and maps to build concept of relative locations to familiar places.

### **Focus Skill Area: Human Systems**

- ✓ Can explain how humans depend on and impact the physical environment to supply food, clothing, and shelter.
- ✓ Can describe how individuals are unique but share common characteristics.

### **Focus Skill Area: Government**

- ✓ Understands that civic participation shared the responsibilities that an individual actively engages in his or her community, state, or nation for the common good.

### **Focus Skill Area: Rules and Laws**

- ✓ Understands the purpose of rules and authority figures is to provide order, security and safety in homes, schools, and communities.

## **Domain: Economics**

### **Focus Skill Area: Scarcity**

- ✓ Can explain why individuals have many wants and make decisions to satisfy their wants and how it impacts others.

### **Focus Skill Area: Production and Consumption**

- ✓ Understands that goods are objects that can satisfy an individual's wants and that services are actions that can satisfy individual's wants.



## **KINDERGARTEN SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### ***ANCHOR STANDARD***

**SS H K.1** Events in history can be shown in chronological order and on timeline. Time can be measured.

##### ***STANDARD***

SS H K.1.1 Understand chronological vocabulary:  
-Yesterday  
-Today  
-Tomorrow  
-Long ago  
-Time

SS H K.1.2 Tell a story using chronological vocabulary correctly.

##### ***ANCHOR STANDARD***

**SS H K.2** Understand the relationships among events and drawing conclusions.

##### ***STANDARD***

SS H K.2.1 Develop a sense of time (e.g. birth, pre-school, kindergarten, etc.)

SS H K.2.2 Communicate personal history through personal stories and pictures.

## Focus Skill Area: Heritage

### ***ANCHOR STANDARD***

**SS H K.2.3**                      **Communicate personal history in chronological order, through stories and pictures.**

### *STANDARD*

SS H K.3                      Understand heritage is shaped from ideas and events in the world from the past.

SS H K.3.1                      Know ideas and events of the past have shaped the heritage of today.

SS H K.3.2                      Know reflections of heritage is reflected through arts, customs, and traditions.

SS H K.3.3                      Understand the language you speak reflects your family heritage.

SS H K.3.4                      Know that cultural heritage comes from your birth and family influence.

SS H K.3.5                      Understand “cultural heritage” comes from your family’s influence.

### ***ANCHOR STANDARD***

**SS H K.4**                      **Understand the actions of individuals and groups have made a difference in the lives of others.**

### *STANDARD*

SS H K.4.1                      Understand that countries (Nations) are represented by symbols and practices.

SS H K.4.2                      Know the symbols of the United States  
-American flag  
-Pledge of Allegiance  
-National Anthem

SS H K.4.3                      Draw a picture of the American flag

- SS H K.4.4 Recite the “Pledge of Allegiance”
- SS H K.4.5 Explain the term “Citizen”
- SS H K.4.6 Describe characteristics of a good citizen.

## **Domain: Geography – G**

### **Focus Skill Area: Spatial Thinking and Skills**

#### ***ANCHOR STANDARD***

- SS G K.1 Understand the term “relative location” related to direction, distance of familiar places, and symbols as landmarks.**

#### ***STANDARD***

- SS G K.1.2 Understand to concept of “spatial thinking to “relative location”.
- SS G K.1.3 Know terms related to direction and distances.
- SS G K.1.4 Understand the terms:  
-Up/down  
-Over/under  
-Here/there  
-Front/back  
-Behind/in front of
- SS G K.1.5 Understand the terms of symbols such as:  
-Letters  
-Numbers  
-Logos  
-Street signs  
-Landmarks  
-Schools  
-Churches  
-Hospitals
- SS G K.1.6 Know the relative location of familiar places and symbols using appropriate terms.

## Focus Skill Area: Places and Regions

### *ANCHOR STANDARD*

**SS G K.2** Examine the relationships among people, places and environments by mapping, graphing, geographic data.

### *STANDARD*

- SS G K.2.1 Use models and maps to build concept of relative locations to familiar places.
- SS G K.2.2 Locate and identify places on maps.
- SS G K.2.3 Explain the meaning of symbols of the U.S.
- SS G K.2.4 Explain “geographic data” to make visible stored information.
- SS G K.2.5 Access, read, interpret, and create maps as tools of analysis.

## Focus Skill Area: Human Systems

### *ANCHOR STANDARD*

**SS G K.3** Human systems represent the settlement and structures created by people on Earth’s surface.

### *STANDARD*

- SS G K.3.1 Explain how humans depend on and impact the physical environment to supply food, clothing, and shelter.
- SS G K.3.2 Explain that physical environment provides resources to meet the needs for humans.
- SS G K.3.3 Identify natural resources (i.e. water, trees, soil, sunlight).
- SS G K.3.4 Explain how humans impact the physical environment when using resources.

***ANCHOR STANDARD***

**SS G K.4 Describe how individuals are unique but share common characteristics.**

***STANDARD***

SS G K.4.1 Give examples of characteristics that can be used to establish groups of people that share a characteristic (i.e. skin tones, hair textures, facial features, etc.).

SS G K.4.2 Explain that individuals can be members of more than one **group**.

**Domain: Government – GV**

**Focus Skill Area: Civic Participation and Skills**

***ANCHOR STANDARD***

**SS GV K.1 Civic participation shares the responsibilities that an individual actively engages in his or her community, state, or nation for the common good.**

***STANDARD***

SS GV K.1.1 Explain the responsibilities of achieving common goals in schools, communities, and homes.

SS GV K.1.2 Understand the following terms:  
-Effective communication skills  
-Negotiation  
-Compromise  
-Collaboration

SS GV K.1.3 Explain democracy

SS GV K.1.4 Discuss why accessing and analyzing information is essential for citizens living in a democracy.

## **Focus Skill Area: Rules and Laws**

### ***ANCHOR STANDARD***

**SS GV K.2**                    **The purpose of rules and authority figures is to provide order, security and safety in homes, schools, and communities.**

### ***STANDARD***

SS GV K.2.1                Explain why rules play an important role in establishing good behavior and order in schools, communities, and homes.

SS GV K.2.2                Discuss why establishing rules help provides order, security and safety in our homes, schools, and communities.

## **Domain: Economics – E**

### **Focus Skill Area: Scarcity**

### ***ANCHOR STANDARD***

**SS E K.1**                    **There are not enough resources to produce all the goods and services that people desire.**

### ***STANDARD***

SS E K.1.1                Explain why individuals have many wants and make decisions to satisfy their wants and how it impacts others.

SS E K.1.2                Explain the difference between want and need.

SS E K.1.3                Explain the impact of others when there is scarcity with resources.

### **Focus Skill Area: Production and Consumption**

### ***ANCHOR STANDARD***

**SS E K.2**                    **Goods are objects that can satisfy an individual’s wants. Services are actions that can satisfy individual’s wants.**

### ***STANDARD***

SS E K.2.1                Identify how the following “goods” will satisfy people’s wants:  
-Bicycles  
-Books  
-Clothing  
-Toys  
-Gasoline

SS E K.2.2

Identify how the “services” are actions that can satisfy people’s wants:

- Fast Food (food service)
- Doctors (medical services)
- Lawn care
- Pet sitting
- Banks
- Auto repair
- Childcare



## **GRADE 1 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 1.

### **SOCIAL STUDIES APPLICATION**

Grade 1 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

**THEME: PEOPLE WORKING TOGETHER** – Work serves as an organizing theme for the First grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### **Grade 1 Social Studies Exiting Skills**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 1 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Understands time can be divided into categories (e.g., month of year, past, present, and future).
- ✓ Understands photographs, letters, artifacts, and books can be used to learn about the past.

##### **Focus Skill Area: Heritage**

- ✓ Understands the way basic human needs are met has changed over time.

#### **Domain: Geography**

##### **Focus Skill Area: Spatial Thinking and Skills**



- ✓ Can use a map to locate and identify places.

**Focus Skill Area: Places and Regions**

- ✓ Understands places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics.

**Focus Skill Area: Human Systems**

- ✓ Understands how families interact with the physical environment differently in different times and places.
- ✓ Can name some factors that make the physical environment change.
- ✓ Can identify some factors that make cultural practices change over time.

**Domain: Government**

**Focus Skill Area: Civic Participation and Skills**

- ✓ Can describe why individuals need to be accountable for their own actions.
- ✓ Can explain why it is important to understand people's differences.

**Focus Skill Area: Rules and Laws**

- ✓ Can give examples, why it is important for schools and classrooms to have rules.

**Domain: Economics**

**Focus Skill Area: Scarcity**

- ✓ Can explain the difference between "Wants" and "Needs".

**Focus Skill Area: Production and Consumption**

- ✓ Can make a list of products you consume in one day's time.
- ✓ Can make a list of the services you and your family use in your community.
- ✓ Can make a list of "producers" in your community.

**Focus Skill Area: Markets**

- ✓ Can explain the difference between a "buyer" and a "seller".

**Focus Skill Area: Financial Literacy**

- ✓ Can explain the term "currency" means.

## **GRADE 1 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 1.

**THEME: PEOPLE WORKING TOGETHER** – Work serves as an organizing theme for the First grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### **History – H**

#### ***Historical Thinking and Skills***

##### ***ANCHOR STANDARD***

**SS H 1.1** Time can be divided into categories (e.g., month of year, past, present, and future).

##### ***STANDARD***

**SS H 1.2** Understand chronological time:  
-Long ago  
-Yesterday  
-Today  
-Tomorrow  
-In the future

**SS H 1.3** Tell a story using chronological vocabulary starting with your birth.

**SS H 1.4** Tell a story using chronological vocabulary about your future.

##### ***ANCHOR STANDARD***

SS H 1.2                      Photographs, letters, artifacts, and books can be used to learn about the past.

*STANDARD*

SS H 1.2.1                      Explain the term artifact.

SS H 1.2.2                      Describe how a photograph, letter or artifact could be used to learn about the past.

SS H 1.2.3                      Explain why an artifact is considered a “primary” source.

***Heritage***

***ANCHOR STANDARD***

**SS H 1.3                      The way basic human needs are met has changed over time.**

SS H 1.3.1                      Describe how ideas and events of the past have shaped the heritage of today.

SS H 1.3.2                      Explain how basic human needs have changed over time.

SS H 1.3.3                      Know that your cultural heritage comes from your birth and family influence.

**GEOGRAPHY – G**

**Spatial Thinking and Skills**

***ANCHOR STANDARD***

**SS G 1.1                      Maps can be used to locate and identify places.**

*STANDARD*

SS G 1.2                      Understand the difference between “spatial thinking” and “relative location”.

SS G 1.3                      Explain the “Cardinal Directions”.

SS G 1.4 Describe how boundaries and places are indicated on a physical map.

## Places and Regions

### ***ANCHOR STANDARD***

**SS G 1.2 Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics.**

### *STANDARD*

SS G 1.2.1 Locate and identify landforms on maps.

SS G 1.2.2 Explain map symbols.

SS G 1.2.3 Identify and use a “map key”, and a “compass rose”.

SS G 1.2.4 Make distinctions, using a map between cities, plains, deserts, and shores.

SS G 1.2.5 Explain how artifacts can be used to understand a map from long ago.

## HUMANS SYSTEMS

### ***ANCHOR STANDARD***

**SS G 1.3 Families interact with the physical environment differently in different times and places.**

### *STANDARD*

SS G 1.3.1 Explain why it is important for humans to change their ways to live to live in a new environment.

SS G 1.3.2 Describe how artifacts provide accurate information of places in different times.

SS G 1.3.3 What are some factors that make the physical environment to change?

***ANCHOR STANDARD***

**SS G 1.4**                      **Diverse cultural practices address basic human needs in various ways and may change over time.**

***STANDARD***

SS G 1.4.1                      Explain the meaning of a “diverse culture”.

SS G 1.4.2                      Define the terms ethnic and ethnicity.

SS G 1.4.3                      Give examples of ethnicity to a cultural group (e.g., food, language, religion).

SS G 1.4.4                      What are some factors that make cultural practices change over time?

**GOVERNMENT – GV****CIVIC PARTICIPATION AND SKILLS*****ANCHOR STANDARD***

**SS GV 1.1**                      **Individuals are accountable for their actions.**

***STANDARD***

SS GV 1.1.1                      Describe why individuals need to be accountable for their own actions.

SS GV 1.1.2                      Explain “individual responsibility”.

SS GV 1.1.3                      Explain the term “citizen”.

***ANCHOR STANDARD***

**SS GV 1.2**                      **Collaboration requires group members to respect the rights and opinion of others.**

***STANDARD***

SS GV 1.2.1                      Make a list of how you can respect the rights and opinions of others.

SS GV 1.2.2                      Explain the term “collaboration”.

SS GV 1.2.3                      Make a list of peoples’ rights.

SS GV 1.2.4                      Explain why it is important to understand people’s differences.

## **RULES AND LAWS**

### ***ANCHOR STANDARD***

**SS GV 1.3** Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

### ***STANDARD***

SS GV 1.3.1 Explain the meaning and purpose of “law”.

SS GV 1.3.2 Make a chart of how people can follow the “law”.

SS GV 1.3.3 Discuss the term “consequences” and what could happen for not following rules.

SS GV 1.3.4 Give it is important for schools and classrooms to have rules.

## **ECONOMICS – E**

### **SCARCITY**

### ***ANCHOR STANDARD***

**SS E 1.1** Wants are unlimited, and resources are limited. Therefore, people make choices because they cannot have everything they want.

### ***STANDARD***

SS E 1.1.1 Explain the difference between “Wants” and “Needs”.

SS E 1.1.2 Describe “resources”.

SS E 1.1.3 Explain why it is important to make good choices when it comes to resources.

SS E 1.1.4 Explain why resources are limited.

SS E 1.1.5 Define the word “scarcity” and what does it mean.

### **PRODUCTION AND CONSUMPTION**

### ***ANCHOR STANDARD***

**SS E 1.2** People produce and consume goods and services in the community.

### ***STANDARD***

SS E 1.2.1 Make a list of products you consume in one day’s time.

SS E 1.2.2 Make a list of the services you and your family use in your community.

SS E 1.2.3 Make a list of “producers” in your community.

SS E 1.2.4 Explain the problem when people’s wants are more than producers need.

## **MARKETS**

### ***ANCHOR STANDARD***

**SS E 1.3 People trade to obtain goods and services they want.**

#### *STANDARD*

SS E 1.3.1 Create a chart and discuss the “markets” that exists in your local community.

SS E 1.3.2 What do people trade to obtain goods and services they want.

SS E 1.3.3 Explain the difference between a “buyer” and a “seller”.

SS E 1.3.4 Describe some ways people have the purchase power at a market.

## **FINANCIAL LITERACY**

### ***ANCHOR STANDARD***

**SS E 1.4 Currency is used as a means of economic exchange.**

#### *STANDARD*

SS E 1.4.1 Explain the term “currency”.

SS E 1.4.2 Explain the term “economic exchange”.

SS E 1.4.3 Describe the concepts of “costs and benefits”.

SS E 1.4.4 Explain the term “budget”.

SS E 1.4.5 Explain how following a budget helps individuals make responsible “economic decisions”.

## **GRADE 2 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 2.

### **SOCIAL STUDIES APPLICATION**

Grade 2 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

**THEME: PEOPLE WORKING TOGETHER** – Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### **Grade 2 Social Studies Exiting Skills**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 2 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can create an accurate chronological timeline sequencing significant events in your life.
- ✓ Uses artifacts, maps, and photographs to describe how daily life has changed over time.



**Focus Skill Area: Heritage**

- ✓ Can create a timeline in chronological order, show how the travel has changed including all methods starting with horses.

**Domain: Geography**

**Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can construct a map that includes a map title, map key, landforms, and bodies of water.

**Focus Skill Area: Places and Regions**

- ✓ Can describe how human and physical characteristics impact work people do.

**Focus Skill Area: Human Systems**

- ✓ Can create a list of the positive and negative results of human changes to the physical environment.
- ✓ Can create a list of various cultures and include:
  - Food
  - Clothing
  - Shelter
  - Language
  - Religion
  - Basic needs

**Domain: Government**

**Focus Skill Area: Civic Participation and Skills**

- ✓ Can create a list of responsible choices for a second-grade student.
- ✓ Can explain why it is important to respect others.
- ✓ Can identify three branches of the national government.

**Focus Skill Area: Rules and Laws**

- ✓ Can explain why rules are necessary.

**Domain: Economics**

**Focus Skill Area: Scarcity**

- ✓ Explain the term resources, natural resources, and consumable resources.
- ✓ Can describe the difference between goods and services.

**Focus Skill Area: Markets**

- ✓ Can describe how people buy and sell goods and services using money.

**Focus Skill Area: Financial Literacy**

- ✓ Can give examples of how people earn money.

## **GRADE 2 SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### **ANCHOR STANDARD**

SS H 2.1 Time can be shown graphically on calendars and timelines.

##### *STANDARD*

SS H 2.1.1 Define the following to mark/describe units of time:

- Chronological order
- Time line
- Years
- Months
- Weeks
- Days

SS H 2.1.2 Create an accurate chronological timeline sequencing significant events in your life.

##### **ANCHOR STANDARD**

SS H 2.2 **Change over time can be shown with artifacts, maps, and photograph.**

##### *STANDARD*

SS H 2.2.1 Define the terms

- Artifacts
- Maps
- Photographs
- Goggle Maps

SS H 2.2.2 Discuss the term “Change Over Time” and apply it to your life.

SS H 2.2.3 Use artifacts, maps, and photographs to describe how daily life has changed over time.

**Focus Skill Area: Heritage**

**ANCHOR STANDARD**

SS H 2.3 Science and technology have changed over daily life.

*STANDARD*

SS H 2.3.1 Describe how science and technology have changed daily life.

SS H 2.3.2 Creating a timeline in chronological order, show how travel has changed including all methods starting with horses.

**Domain: Geography - G**

**Focus Skill Area: Spatial Thinking and Skills**

**ANCHOR STANDARD**

**SS G 2.1 Maps and their symbols can be interpreted to answer questions about location of places.**

*STANDARD*

SS G 2.1.1 Explain the following landform terms:

- Plateau
- Island
- Hill
- Mountain
- Valley

SS G 2.1.2 Explain the following bodies of water:

- Creek
- Pond
- Ocean
- Sea

SS G 2.1.3 Explain the term absolute, relative and location.

SS G 2.1.4 Explain how Map Symbols can provide information to locate places and things on a map.

- SS G 2.1.5 Explain physical characteristics of a map and give examples of the benefits of satellite images.
- SS G 2.1.6 Describe the significance of a “map key”.
- SS G 2.1.7 Construct a map that includes a map title, map key, landforms, and bodies of water.

**Focus Skill Area: Places and Regions**

**ANCHOR STANDARD**

- SS G 2.2 The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.**

*STANDARD*

- SS G 2.2.1 Define the terms:  
-Agriculture  
-Artifacts  
-Communities  
-Industry  
-Human characteristics  
-Natural Resources  
-Physical characteristics
- SS G 2.2.2 Describe how human and physical characteristics impact the work people do.
- SS G 2.2.3 Explain the connection between the work people do and the human and physical characteristics of the place where they live.
- SS G 2.2.4 Evaluate the influence of agriculture in daily life.

**Focus Skill Area: Human Systems**

**ANCHOR STANDARD**

- SS G 2.3 Human activities alter the physical environment, both positively and negatively.**

*STANDARD*

- SS G 2.3.1 Explain the meaning of physical environment and climate.

- SS G 2.3.2 Cite some examples of “adaptations” made to the physical environment and climate.
- SS G 2.3.3 Create a list of the positive and negative results of human changes to the physical environment.
- SS G 2.3.4 Explain the five different climates in North America.
- SS G 2.3.5 Explain the difference between climate and weather.

**ANCHOR STANDARDS**

**SS G 2.4 Cultures develop in unique ways, in part through the influence of the physical environment.**

*STANDARD*

- SS G 2.4.1 Explain the term culture.
- SS G 2.4.2 Create a list of various cultures and include:  
-Food  
-Clothing  
-Shelter  
-Language  
-Religion  
-Basic needs
- SS G 2.4.3 Explain how different physical environments influence different cultures.
- SS G 2.4.4 Explain how different cultures are influenced by their physical environment to meet basic needs.

**ANCHOR STANDARD**

**SS G 2.5 Interactions among cultures lead to sharing ways of life.**

*STANDARD*

- SS G 2.5.1 Explain the term “diversity”.
- SS G 2.5.2 Explain the term interacting.

- SS G 2.5.3 Cite examples of the results of people from different cultures interacting.
- SS G 2.5.4 Describe examples of cultural sharing with respect to food, language, customs, and religious beliefs.

## **Domain: Government - GV**

### **Focus Skill Area: Civic Participation and Skills**

#### **ANCHOR STANDARD**

**SS GV 2.1 Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.**

#### *STANDARD*

- SS GV 2.1.1 Describe personal accountability and identify it is important.
- SS GV 2.1.2 Create a list of responsible choices for a second-grade student.
- SS GV 2.1.3 Explain why it is important to respect others.
- SS GV 2.1.4 Explain why you must take responsibility for your personal actions.

#### **ANCHOR STANDARD**

**SS GV 2.2 Groups are accountable for choices they make and actions they take.**

#### *STANDARD*

- SS GV 2.2.1 Identify the three branches of the national government.
- SS GV 2.2.2 List and explain the individual function of each branch of government.
- SS GV 2.2.3 Explain check and balances.
- SS GV 2.2.4 Explain how cooperation in a group will help complete the task or solve the problem.

### **Focus Skill Area: Rules and Laws**

#### **ANCHOR STANDARD**

**SS GV 2.3 There are different rules that govern behavior in different settings.**

*STANDARD*

- SS GV 2.3.1 Explain why rules are necessary.
- SS GV 2.3.2 List rules that apply in different places, such as school, home, church etc. Explain why expected behaviors are different in various places.

**Domain: Economics – E**

**Focus Skill Area: Economic Decision Making and Skills**

**ANCHOR STANDARD**

- SS E 2.1 Information displayed on bar graphs can be used to compare quantities.**

STANDARD

- SS E 2.1.1 Explain how bar graphs display quantities.
- SS E 2.1.2 Construct a bar graph to compare quantities.

**Focus Skill Area: Scarcity**

**ANCHOR STANDARD**

- SS E 2.2 Resources can be used in various ways.**

*STANDARD*

- SS E 2.2.1 Explain the term resources.
- SS E 2.2.2 List some examples of natural resources.
- SS E 2.2.3 List some examples of consumable resources.
- SS E 2.2.4 Explain why natural resources are so valuable.

**ANCHOR STANDARD**

- SS E 2.3 Most people around the world work in jobs in which they produce specific goods and services.**



*STANDARD*

- SS E 2.3.1 Describe the difference between goods and services.
- SS E 2.3.2 Explain how goods and services are produced to create an “International Market”.
- SS E 2.3.3 Explain why most farmers specialize in a single crop.
- SS E 2.3.4 Explain why most people work in jobs where specific goods and services are produced.

**Focus Skill Area: Markets**

**ANCHOR STANDARD**

- SS E 2.4 People use money to buy and sell goods and services.**

*STANDARD*

- SS E 2.4.1 Explain why money is the medium of exchange for goods and services.
- SS E 2.4.2 Describe how people buy and sell goods and services using money.

**Focus Skill Area: Financial Literacy**

**ANCHOR STANDARD**

- SS E 2.5 People earn income by working.**

*STANDARD*

- SS E 2.5.1 Give examples of how people earn money.
- SS E 2.5.2 Explain why it is important to save money.
- SS E 2.5.3 Explain how people earn money to buy items.



## **GRADE 3 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 3.

### **SOCIAL STUDIES APPLICATION**

Grade 3 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

**THEME COMMUNITIES: PAST AND PRESENT, NEAR AND FAR** - The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive using artifacts and documents. They also learn how communities are governed and how the local economy is organized.

### **GRADE 3 SOCIAL STUDIES EXITING SKILLS**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 3 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can create a timeline of your school from its establishment to present.
- ✓ Can explain the difference between Primary and Secondary sources.
- ✓ Can discuss the term "Change over Time" and apply it to your life.

##### **Focus Skill Area: Heritage**

- ✓ Using Primary Sources, research, analyze, and organize present historical information about a characteristic of your community that has changed over the years.

## **Domain: Geography**

### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can use the following terms to locate places in your local community:
  - Map title
  - Key
  - Alphanumeric grid
  - Cardinal directions

### **Focus Skill Area: Human Systems**

- ✓ Can site various examples of human changes to the environment in the community.
- ✓ Can identify and describe how “systems of transportation” move people and products from place to place.
- ✓ Can identify and describe how “systems of communication” move ideas and products from place to place.
- ✓ Can explain the meaning of “cultural group”.

## **Domain: Government**

### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can explain why social and political responsibilities of citizens are important for the common good.
- ✓ Can create a list for class discussion, of the variety of ways individuals help solve problems to make their community a better place for everyone.

### **Focus Skill Area: Rules and Laws**

- ✓ Can explain the meaning and purpose of “laws”.
- ✓ Can explain how laws affect the behavior of individuals and groups in a community.

### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can explain why the government has the authority to change laws as necessary.

## **Domain: Economics**

### **Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can describe how “change over time” is reflected on a line graph.
- ✓ Can create a chart indicating examples of positive and negative incentives that affect people’s choices and behaviors.

**Focus Skill Area: Scarcity**

- ✓ Analyze why it is difficult to produce all the goods and services desired when there is a scarcity.
- ✓ Can create a chart identifying who are the “consumers” and “producers” in your community.

**Focus Skill Area: Markets**

- ✓ Can describe how “markets” involve interactions of “buyers” and “sellers”.

**Focus Skill Area: Financial Literacy**

- ✓ Can evaluate the “cost” and “benefits” of an individual economic decision.
- ✓ Can explain how using a “budget” helps an individual make responsible “economic decisions”.

## **GRADE 3 SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### **ANCHOR STANDARD**

SS H 3.1 Events in local history can be shown on timelines organized by years, decades, and centuries.

##### *STANDARD*

SS H 3.1.1 Define the following units of time:

- Years
- Decades
- Centuries
- Chronological order
- Time line
- Sequential order

SS H 3.1.2 Explain the difference between FACT and OPINION.

SS H 3.1.3 Create a timeline of your school from its establishment to present.

SS H 3.1.4 Create an accurate chronological timeline sequencing significant events in your life by years, decades, and centuries.

##### **ANCHOR STANDARD**

**SS H 3.2 Primary sources, such as artifacts, maps, and photographs, can be used to show change over time.**

##### *STANDARD*

SS H 3.2.1 Explain the difference between Primary and Secondary sources.

SS H 3.2.2 Give examples of Primary Sources including records of events, original documents, diaries, photographs, etc.

SS H 3.2.3 Discuss the term “Change over Time” and apply it to your life.

SS H 3.2.4 Explain how and why Primary Sources can produce valuable information over time.

**Focus Skill Area: Heritage**

**ANCHOR STANDARD**

SS H 3.3 Local communities change over time.

***STANDARD***

SS H 3.3.1 Using Primary Sources, research, analyze, and organize present historical information about a characteristic of your community that has changed over the years.

**Domain: Geography - G**

**Focus Skill Area: Spatial Thinking and Skills**

**ANCHOR STANDARD**

SS G 3.1 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.

***STANDARD***

SS G 3.1.1 Describe the difference between and the purpose of “Political” and “Physical” maps.

SS G 3.1.2 Explain how boundaries are indicated on a physical map.

SS G 3.1.3 Indicate on a map the four Cardinal Directions.

SS G 3.1.4 Indicate on a map the Intermediate Directions.

SS G 3.1.5 Explain the meaning of an Alphanumeric Grid and what it indicates on a map.

SS G 3.1.6 Use the following terms to locate places in your local community:  
-Map title

- Key
- Alphanumeric grid
- Cardinal directions

### Focus Skill Area: Places and Regions

#### **ANCHOR STANDARD**

**SS G 3.2 Daily life is influenced by the agriculture, industry, and natural resources in different communities.**

#### *STANDARD*

- SS G 3.2.1 Describe how studying “artifacts” and “photographs” can be used to understand life in your local community.
- SS G 3.2.2 Give examples of how “artifacts” and “photographs” make inferences about the influence of agriculture, industry, and natural resources on daily life.
- SS G 3.2.3 Evaluate the influence of agriculture, industry, and natural resources on daily life.

### Focus Skill Area: Human Systems

#### **ANCHOR STANDARD**

**SS G 3.3 Evidence of human modification of the environment can be observed in the local community.**

#### *STANDARD*

- SS G 3.3.1 Cite various examples of human changes to the environment in the community.
- SS G 3.3.2 Describe examples of “human modification” to the environment in your local community.

#### **ANCHOR STANDARDS**

**SS G 3.4 Systems of transportation and communication move people, products, and ideas from place to place.**

*STANDARD*

- SS G 3.4.1 Identify and describe how “systems of transportation” move people and products from place to place.
- SS G 3.4.2 Identify and describe how “systems of communication” move ideas and products from place to place.

**ANCHOR STANDARD**

- SS G 3.5 Communities may include diverse cultural groups.**

*STANDARD*

- SS G 3.5.1 Explain the meaning of “cultural group”.
- SS G 3.5.2 Describe one or more unique characteristics a cultural group may share, i.e.: race, national origin, or ethnicity.
- SS G 3.5.3 Define the terms ethnic and ethnicity and explain the connections to a cultural group.

**Domain: Government - GV**

**Focus Skill Area: Civic Participation and Skills**

**ANCHOR STANDARD**

- SS GV 3.1 Members of local communities have social and political responsibilities.**

*STANDARD*

- SS GV 3.1.1 Describe the meaning of social and political responsibilities.
- SS GV 3.1.2 Explain the purpose of social and political responsibilities.
- SS GV 3.1.3 Explain why social and political responsibilities of citizens are important for the common good.

**ANCHOR STANDARD**

- SS GV 3.2 Individuals make the community a better place by solving problems in a**



**way that promotes the common good.**

*STANDARD*

- SS GV 3.2.1 Create a list for class discussion, of the variety of ways individuals help solve problems to make their community a better place for everyone.
- SS GV 3.2.2 Create a chart indicating effective citizenship traits for a better community.
- SS GV 3.2.3 List the five characteristics of the problem-solving process.
- SS GV 3.2.4 Explain why it is very important to recognize and understand “differences”.

**Focus Skill Area: Rules and Laws**

**ANCHOR STANDARD**

**SS GV 3.3** **Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.**

*STANDARD*

- SS GV 3.3.1 Explain the meaning and purpose of “laws”.
- SS GV 3.3.2 Explain who establishes “laws” and the expectation of “laws”.
- SS GV 3.3.3 Describe why safety, security, and orderliness are important in your daily life.
- SS GV 3.3.4 Give examples how individuals can follow “laws”.
- SS GV 3.3.5 Give examples how groups of people can follow “laws”.
- SS GV 3.3.6 Discuss why it is necessary to have consequences for not obeying “laws”.
- SS GV 3.3.7 Explain how laws affect the behavior of individuals and groups in a community.

**Focus Skill Area: Roles and Systems of Government**

**ANCHOR STANDARD**

**SS GV 3.4**                    **Governments have authority to make and enforce laws.**

*STANDARD*

SS GV 3.4.1                Local governments have the authority and right to enforce laws.

SS GV 3.4.2                Discuss the people in your community who can make and enforce laws.

SS GV 3.4.3                Explain why it is important to be able to feel safe and secure in your community.

SS GV 3.4.4                Explain why the government has the authority to change laws as necessary.

**ANCHOR STANDARD**

**SS GV 3.5**                    **The structure of local governments may differ from one community to another.**

*STANDARD*

SS GV 3.5.1                Research the following types of local government and indicate their roles of enforcing the laws in your community:

- Municipal
- County
- Township
- Special

SS GV 3.5.2                Explain the structure of the local government.

**Domain: Economics – E**

**Focus Skill Area: Economic Decision Making and Skills**

**ANCHOR STANDARD**

**SS E 3.1**                    **Line graphs are used to show changes in data over time.**

STANDARD

- SS E 3.1.1 Explain why line graphs are used to display “changes over time”.
- SS E 3.1.2 Explain the term variable when used in a line graph.
- SS E 3.1.3 Describe the difference and purpose of the horizontal and vertical axis of a line graph.
- SS E 3.1.4 Describe how “change over time” is reflected on a line graph.
- SS E 3.1.5 Construct line graphs showing change over time using data related to a specific topic.

ANCHOR STANDARD

- SS E 3.2 Both positive and negative incentives affect people’s choices and behaviors.**

STANDARD

- SS E 3.2.1 Explain and give examples of how “positive economic incentives” reward people financially for making certain choices.
- SS E 3.2.2 Explain and give examples of how “negative economic incentives” penalize people financially for making certain choices.
- SS E 3.2.3 Create a chart indicating examples of positive and negative incentives that affect people’s choices and behaviors.

**Focus Skill Area: Scarcity**

ANCHOR STANDARD

- SS E 3.3 Individuals must make decisions because of the scarcity of resources. Decision making involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.**

STANDARD

- SS E 3.3.1 Explain the meaning of the economic term “Scarcity”.

- SS E 3.3.2 Analyze why it is difficult to produce all the goods and services desired when there is a scarcity.
- SS E 3.3.3 Research “opportunity cost” and why every choice for something means giving up something else.
- SS E 3.3.4 Describe the “opportunity cost” of an individual economic decision.

**ANCHOR STANDARD**

**SS E 3.4 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.**

*STANDARD*

- SS E 3.4.1 Describe why people would consider you and your family “consumers”.
- SS E 3.4.2 Explain how “GOODS” satisfy people’s wants.
- SS E 3.4.3 Explain how “SERVICES” are capable of satisfying people’s wants.
- SS E 3.4.4 Create a chart identifying who are the “consumers” and “producers” in your community.

**Focus Skill Area: Markets**

**ANCHOR STANDARD**

**SS E 3.5 A market is where buyers and sellers exchange goods and services.**

*STANDARD*

- SS E 3.5.1 Describe how “markets” involve interactions of “buyers” and “sellers”.
- SS E 3.5.2 Explain how people have the purchase power at the “market”.
- SS E 3.5.3 Create a chart and discuss the “market” that exists in your local community.

**Focus Skill Area: Financial Literacy**

**ANCHOR STANDARD**

**SS E 3.6 Making decisions involves weighing costs and benefits.**

*STANDARD*

- SS E 3.6.1 Explain the concepts of “costs and benefits” with personal decisions.
- SS E 3.6.2 Explain how a “cost” is the alternative given up as the result of a decision.
- SS E 3.6.3 Explain that a “benefit” is the result received as an improvement or advantage.
- SS E 3.6.4 Describe how making financial decisions must be considered carefully and do have consequences.
- SS E 3.6.5 Evaluate the “costs” and “benefits” of an individual economic decision.

**ANCHOR STANDARD**

**SS E 3.7 A budget is a plan to help people make personal economic decisions for the present and future, and to become more financially responsible.**

*STANDARD*

- SS E 3.7.1 Describe the meaning of “budget” and its function and importance.
- SS E 3.7.2 Explain the term “income” and its relationship to a “budget”.
- SS E 3.7.3 Explain the term “personal finances” and its relationship to a “budget”.
- SS E 3.7.4 Describe the term “cash flow” and why it needs to be managed.
- SS E 3.7.5 Explain how using a “budget” helps an individual make responsible “economic decisions”.
- SS E 3.7.6 Create an imaginary “budget” for yourself and include the following:  
-income  
-personal finances  
-economic decisions  
-costs and benefits  
-cash flow



## GRADE 4 SOCIAL STUDIES

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 4.

## SOCIAL STUDIES APPLICATION

Grade 4 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn the **History, Geography, Government and Economy of OHIO and U.S.** as well as how to obtain, organize, utilize, and communicate this information through **Social Studies Skills**. Students learn the foundations of U.S. History, prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Fourth grade students begin the understanding of how ideas and events from the past have shaped Ohio and the United States today. Students also begin to learn the influence of early missionaries and other faith-based settlers in Ohio, and its impact on establishing and shaping certain towns, landmarks, and establishments throughout the state.

## GRADE 4 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 4 students:

### Domain: History

#### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

- ✓ Can research, organize, and evaluate information from primary and secondary sources to create an historical narrative.

### **Focus Skill Area: Heritage**

- ✓ Can explain why the 13 American colonies united to fight for independence from Great Britain and form a new nation.
- ✓ Can explain how Ohio progressed from territory to statehood including the terms of the Northwest Territory.
- ✓ Can explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812.
- ✓ Can describe the sectional issues that divided the United States after the War of 1812.
- ✓ Can explain the role of Ohio in the anti-slavery movement and the Underground Railroad.
- ✓ Can explain how technological innovations from Ohio's inventors benefitted the United States.

### **Domain: Geography**

#### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

#### **Focus Skill Area: Places and Regions**

- ✓ Can explain Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.
- ✓ Can describe the physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s.

#### **Focus Skill Area: Human Systems**

- ✓ Can describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.
- ✓ Can explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.
- ✓ Can explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.

## **Domain: Government - GV**

### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can describe the ways citizens participate in and influence their state and national government.
- ✓ Can explain the rights and responsibilities of citizens in a democratic government.
- ✓ Can use information effectively to make an informed decision.
- ✓ Can describe a strategy for compromise in a situation where there are differences of opinion on a matter.

### **Focus Skill Area: Rules and Laws**

- ✓ Can describe ways in which laws protect the rights, provide benefits, and assign responsibilities to citizens.
- ✓ Can explain how the U.S. Constitution limits the power of government and protects the rights of citizens.

### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can describe the purpose of democratic constitutions in Ohio and the United States.
- ✓ Can explain the major responsibilities of each of the three branches of government in Ohio and the United States.

## **Domain: Economics**

### **Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can reason logically about key economic issues that affect their lives as consumers, producers, investors, and citizens.
- ✓ Can analyze cost and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

### **Focus Skill Area: Production and Consumption**

- ✓ Can understand production is the act of combining natural and human resources, capital goods and entrepreneurship to make goods and services.
- ✓ Can understand consumption is the use of goods and services.

### **Focus Skill Area: Financial Literacy**

- ✓ Can understand and explain that financial literacy is ability to manage financial resources effectively for a lifetime of financial security.



## **GRADE 4 SOCIAL STUDIES**

### **Domain History – H**

**Focus Skill Area: Historical Thinking and Skills**

#### **ANCHOR STANDARD**

**SS H 4.1 Construct timelines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio history.**

#### *STANDARD*

SS H 4.1.1 Construct chronological timeline for the following inhabitants of Ohio, and significant events and contributions they established.

- Mound Builders (Adena, Hopewell, Fort Ancient)
- Historic Indians of Ohio- (Shawnee, Miami, Delaware, Ottawa, Mingo, and Wyandot)
- Amish and Appalachian populations
- Catholic missionaries and other religious organizations
- The first diocese of Ohio
- The first Catholic university/college in Ohio

SS H 4.1.2 During this school year demonstrate significant events in Ohio and the United States on a timeline.

#### **ANCHOR STANDARD**

**SS H 4.2 Explain the difference between Primary and Secondary sources when creating historical narratives.**

#### *STANDARD*

SS H 4.2.1 Give examples of Primary Sources including records of events, memoirs, photos, original documents, etc.

SS H 4.2.2 Offer an analysis of a Secondary Source to identify supporting details, and to be able to distinguish fact from opinion.

SS H 4.2.3 Describe “Historical Narratives” and how they are constructed and their purpose for supporting historical events.

**Focus Skill Area: Heritage**

**ANCHOR STANDARD**

**SS H 4.3** Various groups of people lived in Ohio over time including prehistoric and historic American Indians, settlers, and immigrants. The interactions among these groups have resulted in both cooperation and conflict. Discuss times when these groups were cooperative and when there was conflict and the outcomes.

*STANDARD*

SS H 4.3.1 Using primary and secondary sources, write a narrative report about the people, cultures, and lifestyles of the earlier inhabitants of Ohio.

SS H 4.3.2 Construct an informational visual comparing and contrasting early establishments and lifestyles in Ohio to that of the 21st century.

SS H 4.3.3 Explain some reasons that early people migrated to Ohio and established settlements.

**ANCHOR STANDARD**

**SS H 4.4** Identify and name the thirteen original colonies and the reasons why they came together around the common causes for justice and independence and were willing to fight to form a new nation.

*STANDARD*

SS H 4.4.1 Analyze and discuss some of the high taxes the colonists had to pay under the British rule: Stamp Act, Paint Tax, and Tea Tax.

SS H 4.4.2 Discuss the Proclamation of 1763 and how the colonists felt about this Proclamation.

SS H 4.4.3 Reenact the Boston Tea Party including the reasons why it happened, the major people involved, and the final outcomes.

SS H 4.4.4 Analyze and discuss the main reasons and major outcomes of the American Revolutionary War.

SS H 4.4.5 Write a historical narrative about the Articles of Confederation and why it was ineffective.

SS H 4.4.6 Describe how the Constitution of the United States was written and why it allowed for changes.

SS H 4.4.7 Analyze the significance of the Bill of Rights (first 10 amendments of the Constitution).

**ANCHOR STANDARD**

**SS H 4.5 The Northwest Ordinance established a process for the creation of new states and specified democratic ideals. Discuss these ideals and how they were to be incorporated into the Northwest Territory.**

*STANDARD*

SS H 4.5.1 Create a map of the Northwest Territory, labeling the names of the states that were formed.

SS H 4.5.2 Democratic ideals were guaranteed to the people of the Northwest Territory under the Northwest Ordinance. List and discuss the 5 major rights including the banning of slavery.

SS H 4.5.3 The Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory. Analyze these steps as a condition for statehood.

SS H 4.5.4 Explain the reason political leaders in Ohio wrote Ohio's first constitution, and what model was used to compose Ohio's Constitution.

SS H 4.5.5 Describe how some Revolutionary War veterans were compensated in the Northwest Territory for their service.

SS H 4.5.6 Describe the progression from being a territory to becoming a state in Ohio.

**ANCHOR STANDARD**

**SS H 4.6 The inability to resolve issues with Great Britain and the conflicts with American Indians led the U.S. into the War of 1812. Analyze and discuss the Battle of Lake Erie and how it contributed to American success in the War of 1812.**

*STANDARD*

- SS H 4.6.1 Using primary and secondary sources, write a narrative essay identifying these tribal leaders and their role in the resistance of Ohio settlements by American settlers: Blue Jacket, Little Turtle, Tecumseh, and Prophet.
- SS H 4.6.2 Analyze and describe the significance of the Battle of Fallen Timber and the Battle of Tippecanoe.
- SS H 4.6.3 Describe the outcomes of Treaty of Greenville.
- SS H 4.6.4 Write a narrative describing Oliver Hazard Perry’s victory against the British navy on Lake Erie in 1813.
- SS H 4.6.5 Describe the significance of Fort Meigs and how it helped the U.S. in the defeat of British troops and Indian warriors.

**ANCHOR STANDARD**

- SS H 4.7 After the War of 1812, Ohio played a key role with issues that divided the U.S., particularly with the anti-slavery movement and the Underground Railroad. Discuss the beliefs behind the anti-slavery movement and the key people involved.**
- SS H 4.7.1 The Northwest Ordinance admitted Ohio to statehood as a “Free State”. Discuss the part the Fugitive Slave Act of 1850 played in the anti-slavery movement.
- SS H 4.7.2 Uncle Tom’s Cabin was written in Cincinnati by Harriet Beecher Stowe. Explain how this popular book played a monumental role with the Abolitionist Movement.
- SS H 4.7.3 Create a visual tracing some of the secret routes of the Underground Railroad including towns where “safe houses” were located.
- SS H 4.7.4 Write a historical narrative about Harriet Tubman’s heroic acts and the role she played conducting the Underground Railroad.

**ANCHOR STANDARD**

- SS H 4.8 List and discuss the contributions of the technological innovations that originated in Ohio and benefited the United States.**

## **Domain: Geography - G**

### **Focus Skill Area: Spatial Thinking and Skills**

#### **ANCHOR STANDARD**

**SS G 4.1**            **A map scale and cardinal and intermediate direction can be used to describe the relative location of physical and human characteristics of Ohio and the United States.**

#### *STANDARD*

- SS G 4.1.1            Demonstrate the concept of “relative location” by using map scale and cardinal and intermediate directions.
- SS G 4.1.2            Demonstrate understanding of the relationship between a unit of length on a map and the corresponding length on Earth’s surface.
- SS G 4.1.3            Demonstrate understanding of “cardinal directions as the 4 main points of a compass (North, N; South, S; East, E; and West, W).
- SS G 4.1.4            Demonstrate understanding of “intermediate directions” as the points on a compass that fall between the 4 “cardinal directions.” (NE, NW, SE, SW)

### **Focus Skill Area: Places and Regions**

#### **ANCHOR STANDARD**

**SS G 4.2**            **The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.**

#### *STANDARD*

- SS G 4.2.1            List and explain how Ohio’s “natural resources” played a crucial role in the early development of the United States.
- SS G 4.2.2            Name and explain how Ohio’s waterways have played a role in the development of Ohio and the U.S. and are still playing a role in the 21st century.
- SS G 4.2.3            Write a narrative essay explaining the importance of agriculture and

family farming in Ohio and why Catholic farmers pay homage to St. Isadore, the Farmer.

SS G 4.2.4 List some of the industries and their locations that were created in Ohio.

SS G 4.2.5 Describe the “alternative energy sources” and other alternatives that Ohio is moving towards in the 21st century.

**ANCHOR STANDARD**

**SS G 4.3** *Regions which became known as the North, South, and West of the United States developed in the early 1800’s based largely because of the physical environments and economies.*

*STANDARD*

SS G 4.3.1 Conduct research to create an 1800’s map of the U.S. identifying the borders of the U.S. and labeling the regions.

SS G 4.3.2 Identify and list the physical characteristics of each region and their contributions to the economy of that region and the U.S.

SS G 4.3.3 Locate and list the “natural” landmarks used as boundary development in the 1800’s.

**Focus Skill Area: Human Systems**

**ANCHOR STANDARD**

**SS G 4.4** **People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the U.S.**

*STANDARD*

SS G 4.4.1 Create an informational chart explaining the consequences (both positive and negative) of humans modifying the environment in Ohio and the U.S.

**Focus Skill Area: Population and Human Systems**

**ANCHOR STANDARDS**

**SS G 4.5** **The population of the U.S. has become more diverse over time. Ohio’s**

**population has become reflective of the cultural diversity of the U.S.**

*STANDARD*

- SS G 4.5.1 Research Ohio's population tracking it from 1800-1860, and create a visual timeline or chart showing the population and ethnic growth during this time.
- SS G 4.5.2 Construct a demographic chart of the "cause and effect" of industrialization in the early 1900 in Ohio, and the changes it made to Ohio's population.
- SS G 4.5.3 Explain the purpose of the U.S. Census Bureau and how and when it can project "increases/decreases" of populations and ethnicities in Ohio and the U.S.
- SS G 4.5.4 Define "cultural diversity" and track cultural population changes in Ohio since 1860.

**Domain: Government - GV**

**Focus Skill Area: Civic Participation and Skills**

**ANCHOR STANDARD**

- SS GV 4.1 Individuals have a variety of opportunity to participate in and influence their state.**

*STANDARD*

- SS GV 4.1.1 Citizens have both rights and responsibilities in Ohio. Distinguish between rights and responsibilities in a democratic government.
- SS GV 4.1.2 Explain the following "Rights of Citizenship".  
-Freedom of Religion  
-Freedom of Speech  
-Freedom of Petition  
-Right to Assemble
- SS GV 4.1.3 Describe some ways citizens have "civic responsibilities" including obeying laws.
- SS GV 4.1.4 Discuss, as citizens, we should respect the rights of others.

- SS GV 4.1.5 Create a list to discuss with classmates, the obligations of citizens to uphold both Ohio's and U.S. Constitution-include:
- Obeying laws
  - Paying taxes
  - Serving on juries

**ANCHOR STANDARD**

- SS GV 4.2 Civic participation requires individuals to make informed and reasoned decisions based by accessing and using information effectively.**

*STANDARD*

- SS GV 4.2.1 Identify main ideas and supporting details from factual information in social studies reading.
- SS GV 4.2.2 Distinguish between "fact and opinion" when discussing social studies.
- SS GV 4.2.3 Read and interpret with accuracy:
- Pictographs
  - Bar graphs
  - Line graphs
  - Tables
- SS GV 4.2.4 Recognize and discuss "Perspective and Purpose".
- SS GV 4.2.5 Compare "Points of Agreement and Disagreement".
- SS GV 4.2.6 Think of and discuss some "cause and effect" relationships that have happened within your local government.

**ANCHOR STANDARD**

- SS GV 4.3 Effective participation in a democratic society engage and rely on compromise.**

*STANDARD*

- SS GV 4.3.1 Clearly state the meaning of "compromise".
- SS GV 4.3.2 Compare/contrast "compromises" with "concessions".



**Focus Skill Area: Rules and Laws**

**ANCHOR STANDARD**

**SS GV 4.4**                    **Laws can protect rights, provide benefits, and assign responsibilities.**

*STANDARD*

SS GV 4.4.1                Discuss with classmates how laws in a democratic society establish rule and order and help protect citizens.

SS GV 4.4.2                Laws are established by government to protect “Rights such as: religion, speech, press, petition and assembly. Discuss specific laws that have been established to provide rights to protect citizens in Ohio and the U.S.

SS GV 4.4.3                Laws also assign “responsibilities to citizens”. Create a list explaining the responsibilities and reasons for certain laws. Include:  
-Paying taxes  
-Serving on juries  
-Obtaining certain licenses

**ANCHOR STANDARD**

SS GV 4.5                    The U.S. Constitution establishes a system of limited government and protects “citizens’ rights”.

*STANDARD*

SS GV 4.5.1                The U.S. Constitution created a government with 1.) Limited Powers and 2.) Protections for the rights of citizens. Discuss what each of these terms are a why the U.S. Constitution was created this way.

SS GV 4.5.2                Weaknesses in the Articles of Confederation led to calls for a new framework of government. Research and discuss the weaknesses of the Articles of Confederation.

**Focus Skill Area: Roles and Systems of Government**

**ANCHOR STANDARD**

**SS GV 4.6**                    **A constitution is a written plan of government.**

*STANDARD*

SS GV 4.6.1 Describe the purpose of a “democratic constitution” in Ohio and the United States.

SS GV 4.6.2 Describe what a “democratic constitution” may provide.

***ANCHOR STANDARD***

**SS GV 4.7 The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.**

***STANDARD***

SS GV 4.7.1 List the three branches of Ohio’s and the U.S. Constitution and the distinctive role that each branch has.

**Domain: Economics – E**

**Focus Skill Area: Economic Decision Making and Skills**

**ANCHOR STANDARD**

**SS E 4.1 Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats.**

**STANDARD**

SS E 4.1.1 Create tables displaying information about the seven most populated cities in Ohio in the 21st century.

SS E 4.1.2 Create charts that display information regarding professional sports teams in Ohio.

**ANCHOR STANDARD**

**SS E 4.2 Entrepreneurs in Ohio and the U.S. organize productive resources and take risks to make a profit and compete with other producers.**

***STANDARD***

SS E 4.2.1 Describe “Productive Resources” and explain how they are used to make “goods” and “services”.

SS E 4.2.2 Explain the meaning of “Entrepreneur” and his/her role with productive resources.

SS E 4.2.3 Entrepreneurs take risks to develop new products to make a profit. List and describe three basic questions for every entrepreneur.

**Focus Skill Area: Production and Consumption**

**ANCHOR STANDARD**

**SS E 4.2 Entrepreneurs in Ohio and the U.S. organize productive resources and take risks to make a profit and compete with other producers.**

*STANDARD*

SS E 4.2.1 Describe “Productive Resources” and explain how they are used to make “goods” and “services”.

SS E 4.2.2 Explain the meaning of “Entrepreneur” and his/her role with productive resources.

SS E 4.2.3 Entrepreneurs take risks to develop new products to make a profit. List and describe three basic questions for every entrepreneur.

**Focus Skill Area: Financial Literacy**

**ANCHOR STANDARD**

**SS E 4.3 Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.**

*STANDARD*

SS E 4.3.1 Explain the advantages of “saving” a portion of income to meet a goal.

SS E 4.3.2 Describe the term “trade-off” and what it entails.

SS E 4.3.3 Describe the benefits of making a good economic decision and the steps needed to increase savings.



## **GRADE 5 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 5.

### **SOCIAL STUDIES APPLICATION**

Grade 5 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

### **GRADE 5 SOCIAL STUDIES EXITING SKILLS**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 5 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can construct a multiple-tier timeline and analyze the relationship among events.

##### **Focus Skill Area: Early Civilizations**

- ✓ Can compare characteristics of early Indian civilizations (government, social structures, religious, technologies, and agricultural practices and products.)

##### **Focus Skill Area: Heritage**

- ✓ Can describe lasting effects of Europe exploration and colonization on the cultural practices and products of the Western Hemisphere.

#### **Domain: Geography**

##### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can use appropriate maps, globes, and geographic tools to gather, process, and report information about people, places, and environments.
- ✓ Can use location to make generalizations about climate.

### **Focus Skill Area: Places and Regions**

- ✓ Can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economies.

### **Focus Skill Area: Human Systems**

- ✓ Can explain how variations among physical environments in the Western Hemisphere influence human activities.
- ✓ Can explain how human activities have altered the physical environments of the Western Hemisphere.
- ✓ Can generalize about the cultural ways of life among American Indian cultural groups in North and South America.
- ✓ Can explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas to move from place to place in the Western Hemisphere.
- ✓ Can describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

### **Domain: Government**

#### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can use multiple sources and appropriate communication tools to locate, investigate, organize, and communicate information on a public issue.

#### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can explain the relationship between those in power and individual citizens in a democracy, a dictatorship, a monarchy, and a theocracy.

### **Domain: Economics**

#### **Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can construct a circle graph that displays information on part-to-whole relationship of data.
- ✓ Can explain the present and future consequences of an economic decision.

**Focus Skill Area: Scarcity**

- ✓ Can explain how the availability of productive resources in a specific region promotes specialization and results in trade.

**Focus Skill Area: Production and Consumption**

- ✓ Can explain how the availability of productive resources and division of labor influence productive capacity.

**Focus Skill Area: Markets**

- ✓ Can explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.

**Focus Skill Area: Financial Literacy**

- ✓ Can explain and identify a career of personal interest and research the knowledge, skill set to be successful.

## **GRADE 5 SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### **ANCHOR STANDARD**

**SS H 5.1 Multiple-tier timelines can be used to show relationships among events and places. The Old and New Testaments create multiple timelines to show relationships of events and places.**

##### *STANDARD*

**SS H 5.1.1** Construct a multiple-tier timeline covering events since (students') birth to present including events that occurred at the local, state, and nation level.

**SS H 5.1.2** Use a multiple-tier timeline to analyze cause and effect relationships or patterns and themes among events in a specific period of time.

**SS H 5.1.3** Analyze timelines to discuss a significant connection or similarity between two or more things, i.e., Chronological order vs. temporal order.

**SS H 5.1.4** Analyze how ideas and events from the past shaped the Western Hemisphere today.

#### **Focus Skill Area: Early Civilizations**

##### **ANCHOR STANDARD**

**SS H 5.2 Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.**

##### *STANDARD*

**SS H 5.2.1** Early civilization include eight features of civilization:

- Cities
- Well organized central governments

- Complex religion
- Job specialization
- Social class
- Arts and architecture
- Public works
- Writing

Research the features of “Early Civilization” to discuss the commonalities and differences that existed in America prior to the European arrival.

SS H 5.2.2 Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. Use a visual (Chart or electronic organizer) to compare the unique characteristics of the four civilizations including governments, social structures, religions, technology, and product and practices of agriculture. Identify and discuss the commonalities and differences between the characteristics of civilizations.

**Focus Skill Area: Heritage**

**ANCHOR STANDARD**

**SS H 5.3 European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today. Early missionaries had lasting effects with accomplishments in the Western Hemisphere.**

***STANDARD***

SS H 5.3.1 Ideas and events from the past have shaped the world as it is today and have made a difference in the lives of others. Create a scrapbook or electronic documentation of the influence regarding:

- Architecture
  - Governments
  - Festivals
  - Religions
  - Holidays
  - Foods

**Domain: Geography - G**

**Focus Skill Area: Spatial Thinking and Skills**



### **ANCHOR STANDARD**

**SS G 5.1**      **Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include in maps.**

#### *STANDARD*

SS G 5.1.1      Cartographers decide which information to include in maps. Compare and contrast information and facts for the following maps:

- Physical features
- Population density
- Economic activity
- Political climate

SS G 5.1.2      Computer systems include mapping skills that build foundations for future work. List the function of the following computer mapping systems:

- Geographic Information System (GIS)
- Global Position System (GPS)
- Remote Sensing (RS)

SS G 5.1.3      Give examples of how spatial thinking and spatial skills examine the relationships among people, places, and environment.

SS G 5.1.4      Describe the term “geographic data” and its relationship to geospatial technology.

### **ANCHOR STANDARD**

**SS G 5.2**      **Latitude and longitude can be used to make observations about location and generalizations about climate.**

#### *STANDARD*

SS G 5.2.1      Explain how location on the earth’s surface is identified.

SS G 5.2.2      Describe the function and position of “longitude” on maps.

SS G 5.2.3      Explain the function and location of the “Prime Meridian” and “Equator”.

SS G 5.2.4      Explain the function and position of “latitude” on maps.

- SS G 5.2.5 Describe the term: “Parallels of latitude” and its function.
- SS G 5.2.6 Explain the meaning and purpose of an “absolute grid” on a map.
- SS G 5.2.7 Explain the term: “climate” and its relationship with “atmospheric conditions”.

**Focus Skill Area: Places and Regions**

**ANCHOR STANDARD**

- SS G 5.3 Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).**

*STANDARD*

- SS G 5.3.1 Describe the following terms and their relationship to regions:
- Landform
  - Climate
  - Population
  - Culture
  - Economics
- SS G 5.3.2 Describe and discuss the following terms:
- Place
  - Region
  - Homogeneity

**Focus Skill Area: Human Systems**

**ANCHOR STANDARD**

- SS G 5.4 Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.**

*STANDARD*

- SS G 5.4.1 Explain the term “Human System” and what it represents.
- SS G 5.4.2 Define and explain “Physical Environment” and “Human Activity”.
- SS G 5.4.3 Explain how and why variations among physical environments in the

Western Hemisphere influence human activities.

SS G 5.4.4 Explain how human activities have altered the physical environment of the Western Hemisphere.

**ANCHOR STANDARD**

**SS G 5.5 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic similarities.**

*STANDARD*

SS G 5.5.1 The Indians of North and South America formed hundreds of tribes and nations with many ways of life which are called “Cultural Groups”. List the ten “Cultural Groups” of Canada and the United States.

SS G 5.5.2 Generalize about the way of life within and among cultural areas.

SS G 5.5.3 Compare cultural similarities of each group.

SS G 5.5.4 List the five Cultural Groups of Latin America.

SS G 5.5.5 List and discuss generalizations about cultural ways of life among American Indian in the North versus American Indians in the South.

**ANCHOR STANDARD**

**SS G 5.6 Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere today.**

*STANDARD*

SS G 5.6.1 People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons. List the area of change the following factors would affect the most:

- Political Factors
- Environmental Factors
- Social factors
- Economic Factors

**ANCHOR STANDARD**

SS G 5.7 The Western Hemisphere is culturally diverse due to American Indian, European, Asian, and African influences and interactions, as evidenced by artistic expression, language, religion, and food. The Church embraces diversity as the community builder.

**STANDARD**

SS G 5.7.1 List the countries located in the Western Hemisphere.

SS G 5.7.2 Describe how the cultural diversity of the Western Hemisphere is evidenced by artistic expression, language, religion, and food.

SS G 5.7.3 Cultural diversity is the result of contributions and interactions among people from America, Europe, Asia, and Africa. Make a list of diverse contributions of language, belief systems, artistic expressions, and food from various cultural groups, and identify the inception of the contribution.

**Domain: Government - GV**

**Focus Skill Area: Civic Participation and Skills**

**ANCHOR STANDARD**

**SS GV 5.1 Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively communicate information. This also applies to gathering and interpreting information about the Catholic faith through multiple sources.**

**STANDARD**

SS GV 5.1.1 Describe for discussion how people in communities can become active participants in civic activities.

SS GV 5.1.2 Describe the following skills, and with a clear explanation, tell why these skills need to be practiced demonstrating effective communication for civic participation.

- Negotiation
- Compromising
- Collaboration

SS GV 5.1.3 Describe steps citizens should take to access and analyze information with local and national issues. Describe how citizens should effectively communicate this information.

SS GV 5.1.4 Give examples of how civic ideals are translated into practice.

**Focus Skill Area: Roles and Systems of Government**

**ANCHOR STANDARD**

**SS GV 5.2 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens. The relationship between God and ourselves is prayer, the sacraments, and duties of obligation.**

**STANDARD**

SS GV 5.2.1 The purpose of government is the United States is to:

- Establish order
- Protect individual rights
- Promote common good

Research countries with different forms of government, compare and contrast the U.S. democratic government to countries that have a dictatorship or monarchy.

SS GV 5.2.2 Explain the relationship of “people in power” in a democracy, a dictatorship, or a monarchy to its citizens. Explain what type of communication citizens would have to the “people in power” of their government.

**Domain: ECONOMICS – E**

**Focus Skill Area: Economic Decision Making and Skills**

**ANCHOR STANDARD**

**SS E 5.1 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.**

**STANDARD**

SS E 5.1.1 Explain the circle graph data concept of “part to whole” vs. “whole to

- SS E 5.1.2 part". Give a demonstration of segments of data.  
Explain the following economic terms:
- Consumers
  - Producers
  - Savers
  - Investors
  - Citizens
- SS E 5.1.3 Research the following economic terms:
- Costs and benefits
  - Economic evidence
  - Alternative economic problems
- Discuss why these terms are so essential for economic decision making and skills.
- SS E 5.2 The choices people make have both present and future consequences. Scripture help guide people to make choices that have consequences that are Godlike.
- SS E 5.2.1 Gather information to explain the present and future consequences of an "economic decision".
- SS E 5.2.2 Construct a list for showing examples of economic choices that have both present and future consequences.
- SS E 5.2.3 Write an explanatory paper defining, explaining, and summarizing, the necessity for collaboration and problem solving when making solid economic choices.

**Focus Skill Area: Scarcity**

**ANCHOR STANDARD**

- SS E 5.3 The availability of productive resources (i.e. human resources, capital goods, and natural resources) promotes specialization that leads to trade.**

**STANDARD**

- SS E 5.3.1 Define, explain, and summarize the following economic terms:
- Productive resources
  - Goods and services
  - Capital goods
  - Human resources
  - Natural resources

- Manufacturing
- Trade
- Specialization
- Opportunity cost
- Scarcity

- SS E 5.3.2 Explain why “specialization” occurs as a result of people using “productive resources”.
- SS E 5.3.3 Describe how and why scarcity happens.
- SS E 5.3.4 Comprise of list of “natural” resources to compare with “productive” resources.
- SS E 5.3.5 Explain how the availability of productive resources in a specific region usually promotes specialized trade.

#### **Focus Skill Area: Production and Consumption**

##### **ANCHOR STANDARD**

- SS E 5.4 The availability of productive resources and the division of labor impact productive capacity. Pay impacts productive lives.**

##### **STANDARD**

- SS E 5.4.1 Describe and explain the terms:
- Production
  - Consumption
- SS E 5.4.2 Define and give examples of “Productive Capacity”.
- SS E 5.4.3 Explain how the availability of resources influences “Productive Capacity”.
- SS E 5.4.4 Define and explain the term “Division of Labor”.
- SS E 5.4.5 Discuss how the availability of productive resources and the division of labor influence productive capacity.

#### **Focus Skill Area: Markets**

##### **ANCHOR STANDARD**

**SS E 5.5**                    **Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.**

*STANDARD*

SS E 5.5.1                    Explain when and how “Specialization” occurs.

SS E 5.5.2                    Describe the process of reducing the cost of production through specialization of goods and services.

SS E 5.5.3                    Define and give examples of “Interdependence”.

SS E 5.5.4                    Research and use a visual display how specialization and trade lead to interdependence among countries of the Western Hemisphere.

**Focus Skill Area: Financial Literacy**

**ANCHOR STANDARD**

**SS E 5.6**                    **Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. We improve our ability to gain new knowledge of Jesus through knowledge, skills, and experience in our Catholic community.**

*STANDARD*

SS E 5.6.1                    Describe “Financial Literacy”

SS E 5.6.2                    Define the term “Entrepreneur”

SS E 5.6.3                    Explain how your knowledge, skill, and experience can affect your career and job choices.

SS E 5.6.4                    Research a career of personal interest and list the knowledge, skills, and experience required to be successful in that career

SS E 5.6.5                    List the elements of success and the role they play that support economic success.





## **GRADE 6 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 6.

### **SOCIAL STUDIES APPLICATION**

Grade 6 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

### **GRADE 6 SOCIAL STUDIES EXITING SKILLS**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 6 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can apply the conventions of B.C.E., B.C. and A.D. to arrange and analyze events in chronological order.

##### **Focus Skill Area: Early Civilizations**

- ✓ Can describe the influence of geography on the development of unique civilizations in India, Egypt, China, Mesopotamia.
- ✓ Can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

#### **Domain: Geography**

##### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can use appropriate maps, globes, and geographic tools to gather, process and report information about people, places, and environments.
- ✓ Can explain that maps are created for specific purposes and represent the context in which they were created.
- ✓ Can use latitude and longitude coordinates to identify absolute location.

#### **Focus Skill Area: Places and Regions**

- ✓ Can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

#### **Focus Skill Area: Human Systems**

- ✓ Can explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- ✓ Can explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Eastern Hemisphere.
- ✓ Can describe the lasting impact of the movement of people, products, and ideas in the Eastern Hemisphere.
- ✓ Can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.
- ✓ Can describe the influence of religious diffusion in the modern world.
- ✓ Can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.
- ✓ Can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- ✓ Can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

#### **Domain: Government**

##### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

##### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- ✓ Can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

**Domain: Economics**

**Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can compare data sets to identify relationships and draw conclusions.
- ✓ Can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

**Focus Skill Area: Scarcity**

- ✓ Can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.
- ✓ Can explain how specialization leads to global trade.

**Focus Skill Area: Markets**

- ✓ Can explain how supply, demand and competition interact to determine price.
- ✓ Can explain how supply, demand and competition interact to influence quantities of inputs and outputs.

**Focus Skill Area: Financial Literacy**

- ✓ Can explain how individuals compare price and quality when selecting goods and services to buy.

## **GRADE 6 SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### **ANCHOR STANDARD**

**SS H 6.1** Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

##### *STANDARD*

SS H 6.1.1 Recognize and explain the following terms:

- B.C.
- A.D.
- B.C.E.
- C.E.

SS H 6.1.2 Construct a multi-tiered timeline arranging events in a chronological order. Include events that occurred during:

- B.C.
- A.D.
- B.C.E.
- C.E.

SS H 6.1.3 Create a timeline that spans from 2000B.C.E. to 2017C.E. Select notable historic and religious events from other countries, continents, and America.

#### **Focus Skill Area: Early Civilizations**

##### **ANCHOR STANDARD**

**SS H 6.2** Early civilizations (India, Egypt, China, Mesopotamia, and Africa) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished because of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**STANDARD**

- SS H 6.2.1 Geographic conditions including locations in “River Valleys” promoted growth of early civilization. Describe the significance of “River Valleys” for: source of water
- habitat for plants and animals
  - transportation
  - protection
  - access to natural resources
  - trade
  - farming
  - population growth
  - civilizations
- SS H 6.2.2 Using Primary and Secondary sources and a graphic organizer, research early civilizations (India, Egypt, and Mesopotamia) comparing the characteristics of civilizations.
- SS H 6.2.3 Describe and site examples of “new technology” in the River Valleys during early civilization.
- SS H 6.2.4 Describe the religious beliefs that early civilizations developed to help explain the world around them.
- SS H 6.2.5 Discuss the role that geography played in the development of early civilization.
- SS H 6.2.6 Research the establishment of “social classes” in early civilization.
- SS H 6.2.7 Using primary and secondary sources, research and identify the development of unique attributes and enduring legacies of early civilization that are still practiced and reflected in cultural practices today.

**Domain: Geography - G**

**Focus Skill Area: Spatial Thinking and Skills**

**ANCHOR STANDARD**

- SS G 6.1 Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments.**

**Cartographers decide which information to include and how it is displayed.**

*STANDARD*

- SS G 6.1.1 Describe how “geographic” information is available to communicate information from a spatial perspective.
- SS G 6.1.2 Identify the kinds of maps and their purposes that cartographers create including the GIS.
- SS G 6.1.3 Use appropriate maps, globes, and geographic tools to gather, process, and report information about people, places, and environments.

**ANCHOR STANDARD**

**SS G 6.2 Latitude and longitude can be used to identify absolute location.**

*STANDARD*

- SS G 6.2.1 Use coordinates of latitude (including degrees of north and south) and longitude (including degrees of east and west) to identify “absolute location” of a given place.
- SS G 6.2.2 Describe a longitude point’s position on Earth’s surface in relation to the “Prime Meridian”.
- SS G 6.2.3 Describe a latitude point’s position on Earth’s surface in relation to the “Equator”.
- SS G 6.2.4 Use “Google Earth” to identify a place’s “absolute” location.

**Focus Skill Area: Places and Regions**

**ANCHOR STANDARD**

**SS G 6.3 Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).**

*STANDARD*

- SS G 6.3.1 Use multiple criteria to determine, classify, and compare regions of Asia.

SS G 6.3.2 Compare regional criteria across continents considering changes in those regions over time.

SS G 6.3.3 Research the following criteria of regions and investigate how it helps identify and organize surface area based on shared characteristics:

- Landforms
- Climate
- Economics
- Natural Resource

**Focus Skill Area: Human Systems**

**ANCHOR STANDARD**

**SS G 6.4 Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.**

*STANDARD*

SS G 6.4.1 Analyze and give examples how “Human Activities” develop in response to physical environments.

SS G 6.4.2 Describe how humans adapt to the environment when the environment restricts human activity.

SS G 6.4.3 Research and discuss examples of “unintended consequences” of human activities to natural habitat.

**ANCHOR STANDARD**

**SS G 6.5 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.**

*STANDARD*

SS G 6.5.1 Discuss and give reasons for why the people in the Eastern Hemisphere move from place to place.

SS G 6.5.2 Analyze the “diffusion of cultures” and give examples of how it has influenced the following:

- Religion
- Politics

- Environment
- Climate
- Economics

SS G 6.5.3 Investigate how current migration patterns in the Eastern Hemisphere affect:

- Economics
- Religious Freedoms
- Population
- Languages
- Cultures
- Discrimination
- Intolerance

**ANCHOR STANDARD**

**SS G 6.6 Modern cultural practices and products show the influence of tradition and diffusion including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism).**

*STANDARD*

SS G 6.6.1 Describe how modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural traditions and “diffusion”.

SS G 6.6.2 Using Primary and Secondary sources research the cultural practices and products of the “river civilizations” and site evidence of their influence on modern culture practices and products.

SS G 6.6.3 Identify the geographic origins, founding leaders, and teachings of the following:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

SS G 6.6.4 Produce evidence of the lasting influence of religious diffusion in the modern world. Include Catholicism.



## **Domain: Government - GV**

### **Focus Skill Area: Civic Participation and Skills**

#### **ANCHOR STANDARD**

**SS GV 6.1** Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

#### *STANDARD*

SS GV 6.1.1 Describe the purpose and benefits of “civic participation”.

SS GV 6.1.2 Using historic and contemporary sources form a student discussion group to reflect, analyze and discuss specific viewpoints or perspectives on a given historic topic.

SS GV 6.1.3 Discuss the components of effective group communications. Discuss the importance and purpose of the following skills for group discussion:

- Negotiation
- Compromise
- Collaboration

SS GV 6.1.4 Compare two sources of a current event for facts, dialogue, details, perspectives, and opinions expressed.

### **Focus Skill Area: Roles and Systems of Government**

#### **ANCHOR STANDARD**

**SS GV 6.2** Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap, and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits of governmental authority.

#### *STANDARD*

SS GV 6.2.1 Identify and give examples of countries (yesterday and today) that have the following types of government:

- Monarchy

- Dictatorship
- Democracy
- Theocracy

- SS GV 6.2.2 Discuss how power is attained and held in systems of government.
- SS GV 6.2.3 Analyze the relationships between those governing and those being governed in systems of government.
- SS GV 6.2.4 Explain how and why characteristics of government often overlap and can be inconsistent.

## **Domain: Economics – E**

### **Focus Skill Area: Economic Decision Making and Skills**

#### **ANCHOR STANDARD**

- SS E 6.1 Economists compare data sets to draw conclusions about relationships among them.**

#### ***STANDARD***

- SS E 6.1.1 Compare sets of data for international trade and population to draw conclusions to:
- exports
  - imports
  - natural resources
  - oil reserves
  - income
  - birth rate
- SS E 6.1.2 Create a chart to identify the geographic features of the country/ies comparing location, physical features, economic activities, imports/exports. Include:
- how countries capitalize on natural resources
  - why certain countries specialize in certain products
  - import only countries versus export only countries
  - how countries utilize available resources
  - compare/contrast a developed country with a developing country.

**ANCHOR STANDARD**

SS E 6.2 The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

*STANDARD*

SS E 6.2.1 Explain how economic choices have a direct effect on economic consequences.

SS E 6.2.2 Predict the present and future consequences of:

- personal economic choice
- collective economic choice

SS E 6.2.3 Explain how and why individuals and societies may evaluate choices differently.

**Focus Skill Area: Scarcity**

**ANCHOR STANDARD**

**SS E 6.3 The fundamental questions of economics include what to produce, how to produce, and for whom to produce.**

*STANDARD*

SS E 6.3.1 Explain the three fundamental questions of economics and their limitations.

SS E 6.3.2 Describe “Demand” and “Means of Distribution” and the significance they play to “produce”.

**ANCHOR STANDARD**

**SS E 6.4 When regions and/or countries specialize, global trade occurs.**

*STANDARD*

SS E 6.4.1 Describe the term “Specialization” and its effect on trade.

SS E 6.4.2 Explain the reasons individuals and societies specialize on the production of “goods” and “services”.

- SS E 6.4.3 Analyze and explain how limited “productive resources” lead to “specialization”.
- SS E 6.4.4 Using economic data, investigate examples of trade in the Eastern Hemisphere tracking:
- Production and sales of goods and services of oil and agricultural products. (coffee, soybeans)
- SS E 6.4.5 Using economic data, investigate examples of trade in Eastern Hemisphere tracking:
- Production and consumption of manufactured items. ( toys, clothing)

**Focus Skill Area: Markets**

**ANCHOR STANDARD**

- SS E 6.5 The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of Inputs (human resources, natural resources, and capital) used.**

*STANDARD*

- SS E 6.5.1 Analyze and explain the interactions of “supply and demand,” and its influence on competition.
- SS E 6.5.2 Analyze and explain the influence of “supply and demand” and how it interacts to determine “price”.
- SS E 6.5.3 Explain how “price” influences competition.
- SS E 6.5.4 Define the following:
- Outputs
  - Inputs
- Explain how the interaction of supply, demand, and competitions influences “outputs and inputs”.

**Focus Skill Area: Financial Literacy**

**ANCHOR STANDARD**

- SS E 6.6 When selecting items to buy, individuals can compare the price and quality of available goods and services.**

*STANDARD*

- SS E 6.6.1 Describe “financial Literacy” and how it interacts with financial resources and financial security.
- SS E 6.6.2 Explain and give examples how and why consumers should compare prices and quality of goods and services.
- SS E 6.6.3 Describe how consumers can gather information on price and quality.  
SS E 6.6.4 Explore and give reasons why products produced in Asia have lower prices than products produced in the United States.
- SS E 6.6.5 Discuss and chart the “pros” and “cons” of purchasing foreign made products.
- SS E 6.6.6 Discuss and chart the “pros” and “cons” of purchasing American made products.

## **GRADE 7 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 7.

### **SOCIAL STUDIES APPLICATION**

Grade 7 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

### **SOCIAL STUDIES STANDARDS for Grade 7**

#### **WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE**

*The seventh-grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.*

### **GRADE 7 SOCIAL STUDIES EXITING SKILLS**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 7 students:

#### **Domain: History**

#### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can explain the roles of historians and archaeologists.
- ✓ Can explain describe events from the perspectives of the time period.
- ✓ Can interpret primary sources information from a given time period.
- ✓ Can define current norms and values.

### **Focus Skill Area: Early Civilizations**

- ✓ Can describe several technology legacies of the Ancient Greeks and Ancient Romans.
- ✓ Can explain the difference between direct democracy and representative democracy.
- ✓ Can summarize the four key factors of the government for the Roman republic.
- ✓ Can summarize Rome's contribution to the spread of Christianity.
- ✓ Can explain examples of impacts of the Ancient Greeks and Ancient Romans on later civilizations.

### **Focus Skill Area: Feudalism and Transitions**

- ✓ Can explain the role of Germanic invasions to the fall of Rome.
- ✓ Can compare and contrast the similarities and differences of the feudal and manorial system.
- ✓ Can describe the Byzantine Empire as a civilization.
- ✓ Can describe the impact of the Mongols to the destruction of the Byzantine Empire by the Turks.
- ✓ Can explain the role of the Mongol dynasties in uniting China and Korea.
- ✓ Can describe how the Mongols failed to conquer Japan.
- ✓ Can explain how Japan remained a feudal system to the 9<sup>th</sup> century.
- ✓ Can describe Islamic contributions to medicine, science, mathematics, and geography.
- ✓ Can explain the impact of the decline of the Golden Age of Islam.
- ✓ Can define the Renaissance.
- ✓ Can explain the cultural, scientific, and social changes resulting from the Renaissance.
- ✓ Can explain the impact of the Renaissance on the 21<sup>st</sup> century.
- ✓ Can define the term Reformation.
- ✓ Can explain significant causes for the Reformation.
- ✓ Can explain significant religious results of the Reformation.
- ✓ Can summarize the results of the Protestant Faith on the social influence of the Roman Catholic Church.
- ✓ Can summarize the results of the Protestant faiths on the political power of the Roman Catholic Church.

### **Focus Skill Area: First Global Age**

- ✓ Can locate West African empires on a map and explain the benefit of their geographical location for trade.
- ✓ Can describe the economic impact of trade between West Africa and Europe.
- ✓ Can summarize the impact of scholars from Timbuktu.
- ✓ Can describe the influence of trade and success of the Byzantine Empire.
- ✓ Can locate the Ottoman Empire on a map.
- ✓ Can summarize Mogul Empire influences on art, architecture, and culture.

- ✓ Can explain the impact of trade routes in the development of commercial and cultural centers.
- ✓ Can describe the existence of African slavery before the arrival of Europeans.
- ✓ Can describe the characteristics of trans-Saharan slavery in Africa.
- ✓ Can summarize the characteristics of Atlantic slave trades.
- ✓ Can explain the influence of trans-Saharan slavery on receiving societies.
- ✓ Can define transoceanic linking and indigenous people.
- ✓ Can explain how transoceanic linking impacted indigenous people.
- ✓ Can identify the major European powers of the First Global Age.
- ✓ Can summarize the economic influence of exploration, conquests, and colonization.
- ✓ Can summarize the cultural influences of exploration, conquests, and colonization.
- ✓ Can define the Columbian Exchange.
- ✓ Can identify and give examples of fauna, flora, and pathogens from the Columbian Exchange.
- ✓ Can explain the significance of the horse and potato in the Columbian Exchange.
- ✓ Can explain lasting impacts of the Columbian Exchange.

### **Domain: Geography**

#### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can define geospatial thinking.
- ✓ Can identify and use geospatial technologies to explain the effect of relationships on human settlements over time. (Trade routes, transportation networks, and political boundaries).

#### **Focus Skill Area: Human Systems**

- ✓ Can explain the difference between promote and impede.
- ✓ Can identify geographic features that impact the movement of people, products, and ideas.
- ✓ Can identify major push-pull factors that impact the movement of people, products, and ideas.
- ✓ Can explain why trade routes resulted in the exchanges of technology and religions.
- ✓ Can explain how Christianity was spread by Roman trade routes and the Silk Road.
- ✓ Can describe the exchanges resulting from trade along the Silk Road.
- ✓ Can explain how Muslims spread Islam along trade routes to African Kingdoms.
- ✓ Can explain how Buddhism was spread from India to China over trade routes.
- ✓ Can define cultural diffusion.
- ✓ Can identify and give examples how transportation, technology and communication contributed to cultural diffusion.
- ✓ Can explain how the printing press supported the cultural diffusion of the Protestant Reformation.



## **Domain: Government**

### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can define multiple perspectives
- ✓ Can identify the multiple perspectives for a given historic or modern issue.
- ✓ Can explain the importance of analyzing multiple perspectives.

### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can summarize why the Athenian government was a direct democracy.
- ✓ Can summarize why the Roman Republic was a representative democracy.
- ✓ Can identify the criteria for who was considered a Roman citizen.
- ✓ Can describe the responsibility of a Roman citizen to his/her government.
- ✓ Can compare/contrast Greek and Roman governments to monarchies and theocracies.
- ✓ Can explain the impact of Greek and Roman governments on modern democracies.
- ✓ Can summarize several causes for the decline of feudalism.
- ✓ Can describe the characteristics of a sovereign territorial unit.
- ✓ Can explain the role of the Magna Carta to lessen the king's authority with democratic principles.
- ✓ Can explain the connection between the Magna Carta and the Declaration of Independence.
- ✓ Can explain the impact of declining feudal systems and the rise of nation states.

## **Domain: Economics**

### **Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can define a cost-benefit analysis.
- ✓ Can explain typical cost-benefit analysis situations used by governments.
- ✓ Can explain the process of "economic decisions" and who makes these decisions.

### **Focus Skill Area: Scarcity**

- ✓ Can define and explain productive resources.
- ✓ Can explain the cause and effect of productive resources and its connection to trade, specializations, and interdependence.

### **Focus Skill Area: Markets**

- ✓ Can summarize how the growth of cities and empires encouraged more markets.
- ✓ Can explain how increased demand for goods and services encouraged specialization.
- ✓ Can describe a barter-based system.

- ✓ Can describe a money-based system.
- ✓ Can explain why the growth of markets brought a decline to the barter system and supported the money-based system.

## **GRADE 7 SOCIAL STUDIES**

### **Domain: History – H**

#### **Focus Skill Area: Historical Thinking and Skills**

##### **ANCHOR STANDARD**

**SS H 7.1** Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

##### *STANDARD*

SS H 7.1.1 Examine a variety of primary sources such as historical accounts, paintings, maps, diaries, and personal accounts to describe an historical event or period.

SS H 7.1.2 Create a written record of an historical event as if the creator of this record was alive and living during this time.

SS H 7.1.3 Advertise an historical event or inventions from the perspective of people living at that time.

#### **Focus Skill Area: Early Civilizations**

##### **ANCHOR STANDARD**

**SS H 7.2** The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art, and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

##### *STANDARD*

SS H 7.2.1 The legacy of ancient Greece and Rome is embedded in Western culture. Examine how the ideas of governance and law were impacted by the concepts of citizenship and democracy.

SS H 7.2.2 Analyze the technological creations of the Greeks and the impact it still has today in the Western culture in the 21st century.

- SS H 7.2.3 Explain how Greek literature inspired the Romans and other writers over the centuries.
- SS H 7.2.4 Rome created the first republic and a system of laws. Research and report how this influenced and laid the foundation of many governments.
- SS H 7.2.5 Rome created the “tripartite government”, describe how this is used in the U.S. government today.
- SS H 7.2.6 Describe the contributions the Romans have made in architecture that is still visible in today’s society.
- SS H 7.2.7 Research and examine how the Roman Empire played an instrumental role in the spread of Christianity.

**Focus Skill Area: FEUDALISM AND TRANSITIONS**

**ANCHOR STANDARD**

- SS H 7.3 Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.**

*STANDARD*

- SS H 7.3.1 Compare and contrast “feudal and manorial” systems.
- SS H 7.3.2 Explain the meaning and function of “feudalism”.
- SS H 7.3.3 Evaluate the economic relationship of the “manorial system”.
- SS H 7.3.4 Construct a digital multi-tiered timeline of the invasion of the Mongols in the 13c, and the invasion of the Byzantine Empire.
- SS H 7.3.5 Research using secondary sources the factors that designated Constantinople the ultimate goal for the Turks.

**ANCHOR STANDARD**

- SS H 7.4 Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed the feudal system to persist.**

*STANDARD*

- SS H 7.4.1 Analyze the strength and influence the Mongol Empire had in China during the 13th and 14th centuries.
- SS H 7.4.2 Using primary and secondary sources draw conclusions among events and relationships that resulted in the overthrow of Mongolia.
- SS H 7.4.3 Analyze and draw conclusions why Japan's system of feudalism persisted over time to an isolated society.

**ANCHOR STANDARD**

- SS H 7.5 Achievements in medicine, science, mathematics, and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe because of the Muslim conquests, Crusades, and trade, influencing the European Renaissance.**

*STANDARD*

- SS H 7.5.1 Describe the influence and impact the Islamic civilization had on the European Renaissance.
- SS H 7.5.2 List the contributions made in the sciences by the Muslims.
- SS H 7.5.3 Explain some of the contributions of Islamic achievements and their influence on trade in the Middle East.
- SS H 7.5.4 Explain and discuss some of the reasons for the waning of Islamic influence in the 15th century.

**ANCHOR STANDARD**

- SS H 7.6 The Renaissance in Europe introduced revolutionary ideas leading to cultural, scientific, and social changes.**

*STANDARD*

- SS H 7.6.1 Explain the Greco-Roman period, and how it impacted culture in Europe.
- SS H 7.6.2 Create a digital chart describing the birth and rebirth of the Renaissance.

- SS H 7.6.3 Generate a chart elaborating the painters, sculptors, and writers and their works during the rebirth of the Renaissance.
- SS H 7.6.4 Explain what was meant by “perspective” during the Renaissance era.
- SS H 7.6.5 Discuss the idea of “reforming society” and “scientific theories”.
- SS H 7.6.6 Analyze and explain how the ideas of creation during the Renaissance conflicted with the Roman Catholic Church.

**ANCHOR STANDARD**

**SS H 7.7 The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.**

*STANDARD*

- SS H 7.7.1 Describe how the Reformation led to the decline of political power and social influence of the Roman Catholic Church.
- SS H 7.7.2 Analyze the origin of the Reformation (where it began) and explain its attempt in reforming policies and doctrines about the Roman Catholic Church.
- SS H 7.7.3 Explain the resistance that the Catholic Church displayed during the Reformation and what was created as a result.
- SS H 7.7.4 Analyze how the rise of the Protestant faith during the Reformation resulted in a decline of political power and social influence of the Roman Catholic Church.

**Focus Skill Area: First Global Age**

**ANCHOR STANDARD**

**SS H 7.8 Empires in Africa (Ghana, Mali, and Songhai) and Asia (Byzantine, Ottoman, Mogul and China) grew as commercial and cultural centers along trade routes.**

*STANDARD*

- SS H 7.8.1 Analyze why “trade” was so important to the economy and development

of the West African kingdoms.

- SS H 7.8.2 Describe how Islam was introduced to the West African Empires.
- SS H 7.8.3 Explain the Byzantine Empire and its importance as a trade center.
- SS H 7.8.4 Create a digital trail of the Silk Road indicating all landmarks.
- SS H 7.8.5 Create a digital map of the Ottoman Empire labelling all geographic areas it encompassed.
- SS H 7.8.6 Explain and discuss the contributions of the arts that the Mughal Empire produced.
- SS H 7.8.7 Digitally trace the Khyber Pass and analyze its importance as a “trade route”.
- SS H 7.8.8 Explain why the Silk Road established China as significant for commercial and cultural centers.

**ANCHOR STANDARD**

- SS H 7.9 The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.**

***STANDARD***

- SS H 7.9.1 Research and be able to explain the following:
- Slavery before the arrival of the Europeans
  - Reasons for slavery in Africa
  - The role of Arab traders regarding slavery
- SS H 7.9.2 Define the terms of “slavery” and “indentured servant” and explain why it was not race-based.
- SS H 7.9.3 Compare/contrast the role and conditions of North African slaves versus slaves that were brought to America.
- SS H 7.9.4 Digitally trace and follow the “trans-Saharan slave trade” to the developments of powerful African states in the southern fringes of the Sahara.
- SS H 7.9.5 Explain the rationale and difference between the “trans-Saharan slave

trade” to the European “trans-Atlantic slave trade”.

**ANCHOR STANDARD**

- SS H 7.10 European economic and cultural influence dramatically increased through explorations, conquests, and colonization.
- SS H 7.10.1 Create a digital map with a timeline of the new territories claimed by European powers.
- SS H 7.10.2 Analyze and explain how the European powers gained new wealth through:
- Explorations
  - Conquests
  - Colonization
- SS H 7.10.3 Describe and explain the European transformation of new colonies for:
- Government structures
  - Religious conversions
  - Language
  - Technology
- SS H 7.10.4 Describe the reasons for established cultures weakening and supplanting because of the European transformation.

**ANCHOR STANDARDS**

- SS H 7.11 The Columbian Exchange (e.g., the exchange of fauna, flora, and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.**

*STANDARD*

- SS H 7.11.1 Research and explain the “Columbian Exchange”.
- SS H 7.11.2 Analyze the cultural and biological global impacts of the “Columbian Exchange”.
- SS H 7.11.3 Compare/contrast the communicable diseases and their impact brought to America from Europe versus brought to Europe from America.
- SS H 7.11.4 Describe and give examples of how cultures on both continents (Europe and America) adapted to the “exchanges of life”.



SS H 7.11.5 Give examples of the impact of society from the Columbian exchange that is still evident today.

## **Domain: Geography - G**

### **Focus Skill Area: Spatial Thinking and Skills**

#### **ANCHOR STANDARD**

**SS G 7.1 Maps and other geographic representations can be used to trace the development of human settlement over time.**

#### *STANDARD*

SS G 7.1.1 Explain how geographic representations can be used to trace the development of human settlement.

SS G 7.1.2 Describe what tools can be used to show the “spatial relationships” among regions.

SS G 7.1.3 Analyze and explain how “spatial relationships” have affected human settlements over time.

SS G 7.1.4 Trace and identify some primary “trade routes” during the ancient Roman and Greek eras.

SS G 7.1.5 Analyze and explain how “population density” varies in relation to resources and type of land.

### **Focus Skill Area: Human Systems**

#### **ANCHOR STANDARD**

**SS G 7.2 Geographic factors promote or impede the movement of people, products, and ideas.**

#### *STANDARD*

SS G 7.2.1 Describe and analyze how “geographic factors” can contribute to or impede the movement of people, products, and ideas.

SS G 7.2.2 Explain how “geographic factors” include the ability to engage in trade

and in war.

- SS G 7.2.3 Examine how “geographic factors” played a part in exploring and colonizing new lands for settlements.
- SS G 7.2.4 Analyze how “geographic factors” helped spread religion.
- SS G 7.2.5 Summarize how “geographic factors” set the framework for governing.

**ANCHOR STANDARD**

**SS G 7.3 Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.**

*STANDARDS*

- SS G 7.3.1 Electronically sketch out and explain the “trade routes” of Africa, Asia, and Europe.
- SS G 7.3.2 Generate a map of the “Silk Road” that Muslim traders travelled on to Asia and Africa.
- SS G 7.3.3 Explain how the “trade routes” spread the ideas of religion both with Christianity and Buddhism.

**ANCHOR STANDARD**

**SS G 7.4 Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.**

*STANDARD*

- SS G 7.4.1 Examine “cultural diffusion” and cite instances where it spread traits, ideas, and products of a culture.
- SS G 7.4.2 Chart the improvements in transportation, communication and technology that facilitated the improvements with “cultural diffusion”.

**Domain: Government - GV**

**Focus Skill Area: Civic Participation and Skills**

**ANCHOR STANDARD**

**SS GV 7.1                    The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.**

*STANDARD*

SS GV 7.1.1                Investigate and explain issues of “multiple perspectives” that individuals or groups may have.

SS GV 7.1.2                Explain the dynamics of the “trans-Atlantic slave trade”.

SS GV 7.1.3                Analyze the perspective of the “colonial Power” and the “colonized”.

**Focus Skill Area: Roles and Systems of Government**

**ANCHOR STANDARD**

**SS GV 7.2                    Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.**

*STANDARD*

SS GV 7.2.1                Explain the term “Direct Form of Democracy”.

SS GV 7.2.2                Analyze and describe how the Athenian form of democracy was a direct form of democracy.

SS GV 7.2.3                List and describe the powers of the Roman government.

SS GV 7.2.4                Name the three divisions of the Roman government and their role in government.

SS GV 7.2.5                List and explain the criteria of Roman citizenship.

SS GV 7.2.6                List the expectations of all Roman citizens during the Roman Republic.

SS GV 7.2.7                Explain how “Representative Democracy” is connective to the United States democracy.

SS GV 7.2.8                Compare and contrast the similarities and differences between monarchy and theocracy.

**ANCHOR STANDARD**

**SS GV 7.3**                    **With the decline of feudalism, consolidation of power resulted in the emergence of nation states.**

*STANDARD*

- SS GV 7.3.1    Define and explain the meaning of “feudalism” and “crusade”.
- SS GV 7.3.2    Analyze the decline of feudalism in Western Europe.
- SS GV 7.3.3    Compare and contrast land-based economy to money-based economy.
- SS GV 7.3.4    Define the Magna Carter and explain the limited powers it gave the Kings of England.

**Domain: Economics – E**

**Focus Skill Area: Economic Decision Making and Skills**

**ANCHOR STANDARD**

**SS E 7.1**                    **Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.**

*STANDARD*

- SS E 7.1.1       Explain the terms “Costs” and “Benefits” and their importance in making economic decisions.
- SS E 7.1.2       Describe the process of “economic decisions” and who plays the part in making these decisions.
- SS E 7.1.3       Describe “cost balance analysis” and its importance with making economic decisions.

***Focus Skill Area: Scarcity***

**ANCHOR STANDARD**

**SS E 7.2**                    **The variability in the distribution of productive resources in the various**

**regions of the world contributed to specialization, trade and interdependence.**

*STANDARD*

- SS E 7.2.1 Explain what factors are included in the term “productive resources.”
- SS E 7.2.2 Analyze and give examples why “productive resources” are not distributed equally.
- SS E 7.2.3 Explain the cause and effect of “productive resources” and its connection to trade and interdependence.

***Focus Skill Area: Markets***

**ANCHOR STANDARD**

- SS E 7.3 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.**

*STANDARD*

- SS E 7.3.1 Analyze and explain how the growth of markets encourages “specialization” of “goods and services.”
- SS E 7.3.2 Compare and contrast the “barter-system” to “money-base-system.”
- SS E 7.3.3 Analyze “city growth” and the effect it plays in “market growth.”

## **GRADE 8 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 8.

### **SOCIAL STUDIES APPLICATION**

Grade 8 students are expected to meet each year's grade-specific standards. Students retain and master skills learned in the preceding grades, and will further develop their skills to gain exposure to a range of texts and tasks. Rigor is infused throughout this Graded Course of Study (GCS) along with relevance to further foster the values of Catholic teaching.

### **SOCIAL STUDIES STANDARDS for Grade 8**

#### **U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION**

*The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.*

### **GRADE 8 SOCIAL STUDIES EXITING SKILLS**

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 8 students:

#### **Domain: History**

##### **Focus Skill Area: Historical Thinking and Skills**

- ✓ Can define and distinguish primary and secondary sources.
- ✓ Can identify statements as facts, opinions, or mixed statements.
- ✓ Can define perspective and describe various perspectives concerning the same event.
- ✓ Can analyze different perspectives on an issue and select one to defend.

##### **Focus Skill Area: Colonization to Independence**

- ✓ Can define the push and pull factors that move people, products, and ideas.
- ✓ Can identify the three major reasons for European exploration of North America.
- ✓ Can distinguish the difference between the quest for gold/silver and newly discovered products.
- ✓ Can describe the difference of push and pull factors for religious reasons.(Includes utopia)
- ✓ Can explain why each of these three major reasons motivated Europeans to colonize North America.
- ✓ Can identify competing European countries who wanted control of North America.
- ✓ Can summarize how exploiting resources contributed to the competition and can describe how competition led to a series of wars.
- ✓ Can explain how competition led to conflicts among European countries including French and Indian War.
- ✓ Can distinguish race-based slavery from other types of slavery. (religious, gender, etc.)
- ✓ Can explain the role of slaves in the Southern agricultural colonies and their cash crops.
- ✓ Can summarize various legacies of African American cultures.
- ✓ Can explain the relationship between forced migration and race-based slavery.
- ✓ Can define and paraphrase the Enlightenment. (natural rights, reason, rights of citizens and popular government)
- ✓ Can summarize the social ideas, political ideas, and economic ideas of Enlightenment.
- ✓ Can connect the French and Indian War to British action to control the colonists.
- ✓ Can identify four key principles in the Declaration of Independence.
- ✓ Can summarize the connection of these four key principles of the Enlightenment to the Declaration of Independence.
- ✓ Can explain why the Declaration of Independence started the American Revolution.

#### Focus Skill Area: A New Nation

- ✓ Can define the Articles of Confederation
- ✓ Can explain issues of citizens' rights, a national church, and slavery issues faced by each state.
- ✓ Can explain major flaws in the confederation, including currency, banking and trade issues.
- ✓ Can explain the purpose of Northwest Ordinance of 1787 and the key issues it addressed.
- ✓ Can analyze the political, social and economic relationships of American citizens and the American Revolution.
- ✓ Can identify and explain the major weaknesses in the Articles of Confederation.
- ✓ Can identify and explain the major issues debated in writing the U.S. Constitution.
- ✓ Can summarize the viewpoints of the Federalists and Anti-Federalists.
- ✓ Can explain the debate over adopting the U.S. Constitution.

- ✓ Can explain what George Washington did to establish a strong federal government, and a peaceful transition of power.
- ✓ Can explain what John Adams did to establish a strong federal government.
- ✓ Can explain what Thomas Jefferson did to expand the U.S. territory.
- ✓ Can explain what James Madison did to repel a foreign invasion and created stability in U.S. banking.
- ✓ Can explain what James Monroe did to strengthen the U.S. in the Western Hemisphere.

### **Focus Skill Area: Expansion**

- ✓ Can describe how the following treaties and purchases expanded the boundaries of the United States:
  - Adam-Onis Treaty
  - Webster-Ashburton Treaty
  - Oregon Treaty
  - Treaty of Guadalupe Hidalgo
  - Louisiana Purchase
  - Gadsden Purchase
  - Purchase of Alaska
- ✓ Can explain how the westward expansion contributed to:
  - Economic and industrial development
  - Sectional issues (Annexation of Texas, War with Mexico)
  - Displacement of American Indians (Treaty of Greenville and the Indian Removal Act)
  - Manifest Destiny concept, and the social, political, and economic impacts of the Manifest Destiny.

### **Focus Skill Area: Civil War and Reconstruction**

- ✓ Can compare the positions of states' rights in the Virginia and Kentucky Resolution of 1789-99.
- ✓ Can compare positions concerning tariffs and national banks between Northern and Southerners.
- ✓ Can compare positions concerning the sale of public lands between Westerners and Northerners.
- ✓ Can compare positions concerning slavery between Northerners and Southerners.
- ✓ Can compare positions concerning:
  - Tariff of Abominations
  - Webster-Hayne Debate of 1830
  - Wilmot Proviso
  - Compromise of 1850
  - Kansas-Nebraska Act
- ✓ Can explain how sectional issues contributed to tensions between competing positions.



- ✓ Can explain how the nature of federalism and sectional issues led to the American Civil War.
- ✓ Can describe the resulting changes of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution.
- ✓ Can identify the purpose of:
  - Military Reconstruction in the South following the Civil War
  - Black Codes
  - Ku Klux Klan
  - Carpetbaggers
- ✓ Can describe the affirmation of federal authority during Reconstruction
- ✓ Can describe lingering social and political differences between the North and South after Civil War.

### **Domain: Geography**

#### **Focus Skill Area: Spatial Thinking and Skills**

- ✓ Can explain the purpose for various geographic tools such as GPS, GIS, and RS.
- ✓ Can analyze sectionalism and unification changes over time using geographic tools.
- ✓ Can analyze the movement of people over time using geographic tools.
- ✓ Can use each of the three geographic tools to analyze an historical event and maps.
- ✓ Can explain how natural resources contributed to the geographic and economic expansion of the United States.
- ✓ Can explain the impact of canals and railroads to the economic expansion of the United States.
- ✓ Can explain the unintended environmental consequences of the expansion of the United States.

#### **Focus Skill Area: Human Systems**

- ✓ Can explain the impact of push and pull factors on the movement of people, products, and ideas.
- ✓ Can define “human systems”.
- ✓ Can describe the benefits and consequences created by “human systems”.
- ✓ Can explain the impact of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 on the movement of people, products, and ideas.
- ✓ Can explain the economic and political impacts of shifting settlement patterns on the development of the United States.
- ✓ Can define and identify examples of :
  - cultural Bias
  - stereotyping
  - prejudice
  - social bias,
  - political bias

- and economic bias
- ✓ Can give examples of consequences of social, political, and economic bias.
- ✓ Can list and define the four democratic ideals that formed our national identity.
- ✓ Can identify what helped to form the selection of the four democratic ideals.
- ✓ Can explain why these ideals are part of the Bill of Rights.
- ✓ Can explain how public education supported the democratic ideals.
- ✓ Can explain why immigrants were assimilating into the national identity.
- ✓ Can explain how the democratic ideals became push-pull factors for immigrants coming to the United States.

## **Domain: Government**

### **Focus Skill Area: Civic Participation and Skills**

- ✓ Can identify social groups, civic groups, and public goals.
- ✓ Can explain how public goals lead to the formation of social groups, and the formation of civic groups.
- ✓ Can identify four major examples of media and communication technology through the 1877. (mail, printing, newspaper, and telegraph)
- ✓ Can define emotional appeal and propaganda.
- ✓ Can explain how media and communication technology supported arguments, emotional appeal, and propaganda.
- ✓ Can explain historic examples how public opinion was influenced by the media.
- ✓ Can explain the influence of the telegraph and compare it to modern forms of communication. (social media, Twitter, etc.)
- ✓ Can explain how media and communication technology influence public opinion.

### **Focus Skill Area: Roles and Systems of Government**

- ✓ Can identify four major goals of the U.S. Constitution.
- ✓ Can explain the two major division of the federal system of government.
- ✓ Can explain the characteristics of a representative democracy.
- ✓ Can give historic examples of the system of checks and balances.
- ✓ Can summarize the major separation of powers and job responsibilities for the three branches of government.
- ✓ Can explain how the U.S. Constitution and the Bill of Rights protected the rights of citizens and limited the power of the government.
- ✓ Can explain the purpose for bills of attainder/ex post facto laws.
- ✓ Can explain the purpose of the writs of habeas corpus.
- ✓ Can explain the three major parts of due process of law.
- ✓ Can summarize the basic rights in the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments.

## **Domain: Economics**

### **Focus Skill Area: Economic Decision Making and Skills**

- ✓ Can tell why people must make economic choices.
- ✓ Can summarize a personal economic choice and predict future consequences.
- ✓ Can summarize government's economic choice and its present and future consequences.
- ✓ Can analyze the immediate and future impact of raising and lowering revenue through tax and tariff policies.
- ✓ Can analyze how choices made by individuals, businesses, and governments have both present and future consequences.

### **Focus Skill Area: Production and Consumption**

- ✓ Can define the first Industrial Revolution.
- ✓ Can explain the difference between craftwork and factory work.
- ✓ Can summarize how technology increased production of goods during the Industrial Revolution.
- ✓ Can identify and explain the importance of new power sources in increasing productions of goods. (steam engine, cotton gin, sewing machine, etc.)
- ✓ Can explain the benefits of interchangeable parts and mass production.

### **Focus Skill Area: Markets**

- ✓ Can list four ways governments can impact markets.
- ✓ Can summarize examples of government spending and government regulations and its impact on the market.
- ✓ Can identify the purpose of a tariff.
- ✓ Can summarize an example of a government imposed tariff and its impact on the market.
- ✓ Can identify the purpose for a trade barrier.
- ✓ Can summarize an example of a government trade barrier and its impact on the market.

### **Focus Skill Area: Financial Literacy**

- ✓ Can list the three basic banking services. (savings, checking and credit)
- ✓ Can summarize a connection between the First Bank of the U.S. and financial decisions.
- ✓ Can give a reason for using banking services and credit.
- ✓ Can explain the difference between a saving's account short-and long-term financial goal.
- ✓ Can define interest and explain a positive and negative consequence.
- ✓ Can explain the connections between a checking account and service fees, overdrafts, and interest.
- ✓ Can define a loan.

- ✓ Can explain how a credit card is a type of loan.
- ✓ Can summarize the connections between credit cards and service fees and interest payments.
- ✓ Can manage a simulated basic banking service to identify strengths and weaknesses of decisions made.

## **GRADE 8 SOCIAL STUDIES**

### **History – H**

#### ***Historical Thinking and Skills***

##### **ANCHOR STANDARD**

**SS H 8.1** Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

##### *STANDARD*

SS H 8.1.1 Examine historical documents and artifacts for perspective and point of view.

SS H 8.1.2 Describe the different perspectives between Primary and Secondary sources.

SS H 8.1.3 Analyze and explain how historical documents separate information from opinion or fiction.

SS H 8.1.4 Describe how to construct debates based on Primary and Secondary source.

#### ***Colonization to Independence***

##### **ANCHOR STANDARD**

**SS H 8.2** North America, originally inhabited by American Indians, was explored, and colonized by Europeans for economic and religious reasons.

##### *STANDARD*

SS H 8.2.1 List and describe different American Indian cultures in North America prior to the arrival of Europeans.

SS H 8.2.2 Analyze and list the major economic reasons behind European explorations in North America.

SS H 8.2.3 Analyze and list the major religious reasons that brought Europeans to North America.

**ANCHOR STANDARD**

**SS H 8.3                    Competition for control of territory and resources in North America led to conflicts among colonizing powers.**

*STANDARD*

- SS H 8.3.1                Explain why and how powerful European countries used land claims to explore resources of the Western Hemisphere.
- SS H 8.3.2                List the five major European countries that struggled with each other for settlement and control of North America territories.
- SS H 8.3.3                Explain how competition for territorial control and resources led to conflicts among colonizing powers.
- SS H 8.3.4                Explain how and why the quest for freedom and control has consequences.

**ANCHOR STANDARD**

**SS H 8.4                    The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.**

*STANDARD*

- SS H 8.4.1                Analyze and discuss the perspective of the European viewing the black African being inferior and uncivilized.
- SS H 8.4.2                Describe why the European’s perspective of black African being inferior led to the forced relocation of hundreds of thousands of Africans to the American colonies.
- SS H 8.4.3                Explain the term “enslavement” and how slavery was “race-based” and economically motivated.
- SS H 8.4.4                Research and report how African slaves were intricately involved in the economic development of the colonies.
- SS H 8.4.5                Explain how the “Maritime Trade” involved slaves and “freed Africans” in the northern and southern colonies.

SS H 8.4.6 Using primary and secondary sources produce in writing facts that support that slavery was the foundation of the “agricultural system” in the Southern colonies.

SS H 8.4.7 List and discuss some of the “cultural contributions” of American slavery.

**ANCHOR STANDARD**

**SS H 8.5 The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.**

*STANDARD*

SS H 8.5.1 Define and explain the ideas of Enlightenment.

SS H 8.5.2 Explain how the ideas of Enlightenment made the American Revolution possible.

SS H 8.5.3 After the French and Indian War, the British government instituted actions on the American colonies. Describe the following actions:

- Proclamation Act of 1765
- Sugar Act
- Tea Act
- Quartering Act
- Stamp Act
- Townshend Acts
- Coercive Acts
- Quebec Act

SS H 8.5.4 Explain how the ideas of Enlightenment influenced the writing of the Declaration of Independence.

SS H 8.5.5 Explain the reasons why the Declaration of Independence emphasized the following:

- Natural Rights
- Limitations on the power of the government
- Social contract
- Consent of the governed

## ***A New Nation***

### **ANCHOR STANDARD**

**SS H 8.6**            **The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people.**

#### *STANDARD*

SS H 8.6.1            Describe the importance of the Articles of Confederation. Describe the strengths and weaknesses of the Articles of Confederation.

SS H 8.6.2            Using primary and secondary sources describe the transitioning problems of the 13 sovereign states.

SS H 8.6.3            Explain the important of the passage of the Northwest Ordinance in 1787, and what it protected.

SS H 8.6.4            Analyze the new political, social, and economic relationships for the American people because of the American Revolution.

### **ANCHOR STANDARD**

**SS H 8.7**            **Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.**

#### *STANDARD*

SS H 8.7.1            Analyze the following flaws in the Articles of Confederation:

- maintaining national security
- stable economic system
- paying war debts
- collecting revenue
- regulating trade
- correcting flaws in the central government

SS H 8.7.2            Using primary and secondary resources, write a narrative essay on the challenges for ratifying the U.S. Constitution. Include the following:

- powers of central government vs. the states
- representation of the states vs. the people
- the extent of democratic participation
- the continued institution of slavery



SS H 8.7.3 Compare/contrast the views and opinions of the Federalist vs. the Anti-Federalists.

**ANCHOR STANDARD**

**SS H 8.8 Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power, and repelled a foreign invasion.**

*STANDARD*

SS H 8.8.1 Using primary and secondary resources create a power point presentation of early presidential administrations' accomplishments to establish a strong federal government. Include the following issues:

- assuming state debts
- creating a national bank
- the conclusion of the Whiskey Rebellion
- The Treaty of Paris
- negotiating the Jay Treaty
- creation of the Navy Department
- Louisiana Purchase
- War of 1812
- McCulloch vs. Maryland
- Instituting the Monroe Doctrine

SS H 8.8.2 Explain President Washington's creation of a "two-term" limit of power.

***Expansion***

**ANCHOR STANDARD**

**SS H 8.9 The United States added to its territory through treaties and purchases.**

*STANDARD*

SS H 8.9.1 Research and write an informational paper describing how the United States added to its territory through treaties and purchases. Include the following information:

- The Adams-Onis Treaty
- Webster-Ashburton Treaty
- Oregon Treaty
- Treaty of Guadalupe Hidalgo
- Louisiana Purchase

- Gadsden Purchase
- Alaska Purchase

### **ANCHOR STANDARD**

**SS H 8.10**      **Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.**

#### *STANDARD*

SS H 8.10.1      Analyze and report how the U.S. expansion after the War of 1812 contributed to economic development. Include:

- providing land for settlers
- development of transportation networks
- new resources in the acquired territories

SS H 8.10.2      Describe the key issues that escalated and were fiercely debated regarding the Westward Expansion.

SS H 8.10.3      Analyze and explain how the annexation of Texas led to the Mexican War.

SS H 8.10.4      Using primary and secondary sources, write a narrative summary of why the settlement of the United States led to the displacement of the Native Americans from their native lands.

SS H 8.10.5      Describe the Treaty of Greenville and the Indian Removal Act and why it was necessary for legal and military actions to be involved.

SS H 8.10.6      Explain the term Manifest Destiny, and how this term was used to justify continental expansion by the United States.

### ***Civil War and Reconstruction***

#### **ANCHOR STANDARD**

**SS H 8.11**      **Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.**

*STANDARD*

- SS H 8.11.1 Research and report the Virginia and Kentucky Resolutions of 1798-99 and how it contradicted the powers of the federal government with the powers reserved to the states.
- SS H 8.11.2 Research and create a digital chart depicting the reasons why the newly developed sections of the U.S. held distinct characteristics on key issues. Include: tariff policies, the national bank, internal improvements, sales of public land, and slavery.

**ANCHOR STANDARD**

- SS H 8.12 The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.**

*STANDARD*

- SS H 8.12.1 Discuss the secessionist states and emancipated slaves at the conclusion of the Civil War.
- SS H 8.12.2 Report on the passages of the 13th, 14th, and 15th amendments. Include the year each was passed, what each amendment specified, and the rights each amendment afforded.
- SS H 8.12.3 Define “Military Reconstruction” and what actions needed to be completed before being readmitted to the Union.
- SS H 8.12.4 Reconstruction brought many resentments and new issues to the United States. Analyze and discuss the following issues after Reconstruction:
- Black Codes
  - Ku Klux Klan
  - Carpetbaggers

**GEOGRAPHY - G**

***Spatial Thinking and Skills***

**ANCHOR STANDARD**

- SS G 8.1 Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.**

*STANDARD*

- SS G 8.1.1 Describe the function and purpose of the Global Positioning System (GPS) and the Global Internet System (GSI), and how it may provide information for the US Military for defense purposes.
- SS G 8.1.2 Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

## Human Systems

**ANCHOR STANDARD**

- SS G 8.2 The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.**

*STANDARD*

- SS G 8.2.1 Explain how U.S. natural resources influenced geographic and economic expansion of the United States.
- SS G 8.2.2 Explain how natural resources resulted in unintended environmental consequences.

**ANCHOR STANDARD**

- SS G 8.3 The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.**

*STANDARD*

- SS G 8.3.1 Analyze and demonstrate using a digital map how the development of the colonies reflected the origins of its settlers.
- SS G 8.3.2 Using primary and secondary sources, explain why slavery was not prevalent in the northern colonies.
- SS G 8.3.3 Using primary and secondary sources, discuss the different influences and ideas of the “institution of slavery” between the northern and southern colonies.

SS G 8.3.4 Using primary and secondary sources, write a report on the reasons for the displacement of American Indians, and the sites of relocation.

SS G 8.3.5 Research and report how the patterns of settlement in the development of the U.S. influenced the passage of the Northwest Ordinance of 1787.

SS G 8.3.6 Analyze the impact that the patterns of settlement had on the political and economic development of the United States.

**ANCHOR STANDARD**

**SS G 8.4 Cultural biases, stereotypes and prejudices had social, political, and economic consequences for minority groups and the population.**

*STANDARD*

SS G 8.4.1 Define and explain the following terms:

- Cultural bias
- Stereotypes
- Prejudice
- Minority group

SS G 8.4.2 Explain how cultural bias, stereotyping, and prejudices impacted minority groups in the newly established United States.

SS G 8.4.3 Identify some of the social, political, and economic consequences that were placed on minority groups, and the minority population.

**ANCHOR STANDARD**

**SS G 8.5 Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.**

*STANDARD*

SS G 8.5.1 Identify and explain the four cornerstones of “democratic ideals”.

SS G 8.5.2 Describe what “being an American” looked like after the American Revolutionary War.

SS G 8.5.3 Using primary and secondary sources create a digital map or graph of the immigrants who came to the United States after the American Revolutionary War and include the countries from where they emigrated.

- SS G 8.5.4 Describe how the creation of the public education system (public schools) helped foster the ideals of “democratic ideals”.
- SS G 8.5.5 Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.

## **GOVERNMENT - GV**

### ***Civic Participation and Skills***

#### **ANCHOR STANDARD**

- SS GV 8.1 Participation in social and civic groups can lead to the attainment of individual and public goals.**

#### *STANDARD*

- SS GV 8.1.1 Describe the functions of social and civic groups during early America.
- SS GV 8.1.2 Create a digital chart of social and civic groups of early Americas and compare it to social and civic groups in the 21st century. List the purpose of each group, and those who are serviced by each group.
- SS GV 8.1.3 Explain how the quest for freedom creates changes.
- SS GV 8.1.4 Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

#### **ANCHOR STANDARD**

- SS GV 8.2 Well informed citizens understand how media and communication technology influence public opinion.**

#### *STANDARD*

- SS GV 8.2.1 List what media was used to influence public opinion in early America.
- SS GV 8.2.2 Using primary and secondary sources describe how the invention of the telegraph transformed the way early citizens received news.
- SS GV 8.2.3 Defend the statement: “Early American citizens who could read were likely to be well- informed”.

- SS GV 8.2.4 Using primary and secondary sources create a list of pamphlets, books and newspaper articles from early American publications that influenced public opinion of that era.
- SS GV 8.2.5 Explain the difference between Propaganda and Bias, and how it can manipulate logic and emotions.
- SS GV 8.2.6 Explain how investigation of reliable information can impact and influence public opinion.

## **Roles and Systems of Government**

### **ANCHOR STANDARD**

- SS GV 8.3 The U.S. Constitution established a federal system of government, a representative democracy, and a framework with separation of powers and checks and balances.**

### *STANDARD*

- SS GV 8.3.1 Explain the differences between the federal government and state government.
- SS GV 8.3.2 Describe the reason the US Constitution divided powers between the federal and state governments.
- SS GV 8.3.3 Explain why the U.S. is a republic or representative democracy, and the power rests in its citizens.
- SS GV 8.3.4 Create a digital graph explaining the “Separation of Powers” and the three branches of government.
- SS GV 8.3.5 Analyze and give examples of how the system of Checks and Balances allows the branches of government to function.

### **ANCHOR STANDARD**

- SS GV 8.4 The U.S. Constitution protects citizens’ rights by limiting the powers of government.**

### *STANDARD*

- SS GV 8.4.1 The U.S. Constitution protects the rights of citizens by limiting the powers

of government. List the first ten amendments—The Bill of Rights and discuss the freedoms that are being protected.

SS GV 8.4.2 Explain due process of law and the three rights that it provides to protect citizens.

## **ECONOMICS – E**

### ***Economic Decision Making and Skills***

#### **ANCHOR STANDARD**

**SS E 8.1 Choices made by individuals, businesses and governments have both present and future consequences.**

#### *STANDARD*

SS E 8.1.1 Analyze and explain the three basic economic questions.

SS E 8.1.2 Explain how economic choices are made.

SS E 8.1.3 List some of the consequences that businesses must weigh when making an economic decision.

SS E 8.1.4 Discuss how governments need to consider which public goods and services they can offer.

SS E 8.1.5 Explain the revenue sources that governments must support, or not support, public goods and services.

SS E 8.1.6 Analyze how choices made by individuals, businesses, and governments have both present and future consequences.

### **Production and Consumption**

#### **ANCHOR STANDARD**

**SS E 8.2 The Industrial Revolution fundamentally changed the means of production because of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.**



*STANDARD*

- SS E 8.2.1 Explain the Industrial Revolution of the late 18th and early 19th century, and how it improved the country's economy.
- SS E 8.2.2 Describe how the improvements in technology moved the production of:
- steam engine
  - cotton
  - mechanical reaper
  - sewing machine
- SS E 8.2.3 Explain how the development of interchangeable parts and mass production techniques brought great efficiency to the production process.
- SS E 8.2.4 Analyze how the Industrial Revolution changed the means of production.

**Markets**

**ANCHOR STANDARD**

- SS E 8.3 Governments can impact markets by means of spending, regulations, taxes, and trade barriers.**

*STANDARD*

- SS E 8.3.1 Give examples of how the U.S. and state governments can impact markets with spending and other areas.
- SS E 8.3.2 Analyze why governments have used regulations to control markets for limiting production or exchange of goods (e.g. Navigation Acts).
- SS E 8.3.3 Explain the meaning of a tariff and how a tariff can make goods more competitive (e.g. Tariff of 1828).
- SS E 8.3.4 Analyze trade barriers and explain how they are used to prevent certain exchanges of import and export goods (e.g. Embargo Act of 1807).
- SS E 8.3.5 Explain the impact government can have on markets by spending, regulating, taxing, and creating trade barriers.

## Financial Literacy

### ANCHOR STANDARD

**SS E 8.4            The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.**

#### *STANDARD*

SS E 8.4.1            Discuss the creation of the First Bank of the United States and what the government deemed its service and purpose.

SS E 8.4.2            Research the historical events of the study of banking services for the U.S. government and the state of Ohio.

SS E 8.4.3            Explain the benefits of understanding “financial literacy”.

SS E 8.4.4            Describe the different types of saving accounts a person may have and explain why the bank pays interest to individuals for maintaining a savings account.

SS E 8.4.5            Describe the functions of a “checking account” and explain how checking accounts can earn interest.

SS E 8.4.6            Analyze the different types of credit, and how banks can make money by offering credit to its customers.

SS E 8.4.7            Describe the benefits and the hazards of credit card use.

SS E 8.4.8            Demonstrate how effective management of one’s personal finances includes using basic banking services (e.g. savings accounts, checking accounts, and credit cards).