

SOCIAL STUDIES CURRICULUM

DIOCESE OF TUCSON CATHOLIC
SCHOOLS
KINDERGARTEN-GRADE 8

Index

[Focus Statement](#)

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

[Seventh Grade](#)

[Eighth Grade](#)

FOCUS STATEMENT

As members of a Catholic community and a global society, we strive to understand God's kingdom on Earth. Exploring the historical significance of Jesus' life and teachings, and learning about our religious feast days, we hope to help students to translate knowledge into action. We desire to connect knowledge, skills, and beliefs to life outside the classroom in the present day and into their future.

Kindergarten

The focus of the social studies program at the kindergarten level is a child's place in time and space associated with people, relationships, unique identities, community awareness, and environmental influences. Students examine and begin to recognize the importance of events across time and place, human and environmental relationships, patriotic identity, civic values, money utilization, and human relationships at home as well as within the community.

First Grade

The first grade social studies program focuses on helping students begin to learn about their roles as members of a family and school community. Students research their own family traditions, different types of families, and recognize the similarities and differences among families and the importance of personal contributions to the family. They learn the traits of good citizenship, and the meaning of patriotic symbols, traditions, the importance of voting, and participate in a social service project. Through the use of maps, they begin to locate places on maps and learn how maps serve as representations of physical features and objects. Students explore how the family is affected by our economic system, and the interdependence between production, distribution and consumption.

Second Grade

The focus of the second grade social studies program is on the concept of community. Students research and compare different types of communities and analyze how they have changed over time. They will explore citizenship, the importance of voting, the contributions of those elected to public office, and identify American heroes. They will apply map skills to learn about various communities of the world, comparing climates, populations, and physical features. Additionally, students will explore how community is affected by economics and the interdependence between production, distribution and consumption.

Third Grade

The focus of the third grade social studies program is the study about communities throughout the world. The students will recognize opposing points of view while developing sensitivity to cultural similarities and differences. They engage in learning that develops social responsibility that promotes good citizenship and helps them understand our governmental framework. Students will use timelines, maps and other images to help them identify major cities, continents and cultures from around the world.

Fourth Grade

The fourth grade social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to the state of Arizona. They will explore Arizona's history, its diversity, and the common threads of people who have helped develop our state culture and history. They use maps, charts, stories and illustrations to identify and explain different states, regions and symbols throughout America.

Fifth Grade

The focus of the fifth grade social studies program is American history with a concentration on European exploration, American colonization, and the American Revolution. The development of the Constitution and the creation of our government based on democratic principles are emphasized, to include United States geography skills, basic economic concepts, and the role of religion in history.

Sixth Grade

The social studies program at the sixth grade level focuses both on Ancient Civilization and Western Civilization. Students will examine the origins and development of ancient societies in Asia, Middle America, the Middle East, and Africa, along with their contributions to the modern world by means of geography, economics, history, and government skills. Students will trace the development of the modern world from ancient times to the Age of Exploration, examining the roots of the Western traditions and their impact on the modern world. Special attention will be given to Greece, Rome, the Middle Ages, the Renaissance, and the Reformation.

Seventh and Eighth Grade

The social studies focus in grades 7 and 8 is on a chronologically organized study of United States and Arizona history. The course of study traces the human experience in the United States from pre-Columbian times to the present, and tying political, economic, and social trends in United States history to parallel trends and time frames in Arizona history. The grade 7-8 courses builds on and seeks to reinforce skills, concepts, and content understandings introduced in the K-6 program, and provides a solid content base in American history. Typically, units would be described as follows:

- **The Global Heritage of the American People Prior to 1500**
- **European Exploration and Colonization of the Americas**
- **A Nation is Created**
- **Experiments in Government**
- **Life in the New Nation**
- **Division and Reunion**
- **An Industrial Society**
- **The United States as an Independent Nation in an Increasingly Interdependent World**
- **The United States Between the Wars**
- **The United States Assumes Worldwide Responsibilities**
- **The Changing Nature of the American People from World War II to Present**
- **Citizenship in Today's World**

SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____ SCHOOL _____

FIRST GRADE - "Our Family" / TEACHER

TEACHER SIGNATURE: _____ DATE _____

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
THE ROLE OF RELIGION IN HISTORY		PATRIOTIC IDENTITY		LOCATION / MAPS		DESCRIBE HOW SCARCITY AFFECTS OUR FAMILY		UNDERSTAND SIMILARITIES AND DIFFERENCES AMONG PEOPLE	
1.1.1 <input type="checkbox"/>	Celebrate religious feast days and holidays and begin to explore their meaning and historical significance.	1.2.1 <input type="checkbox"/>	Celebrate national holidays, participate in patriotic traditions, and identify their meaning.	1.3.1 <input type="checkbox"/>	Use a map / globe to find their location, as well as major landforms, and bodies of water	1.4.1 <input type="checkbox"/>	Give examples of personal wants and needs	1.5.1 <input type="checkbox"/>	Recognize individuality in cultures
1.1.2 <input type="checkbox"/>	Show an awareness of the historical importance of the life and teachings of Jesus by discussing on Bible stories.	SYMBOLS		1.3.2 <input type="checkbox"/>	Identify and make a map to demonstrate title, compass rose and a legend.	1.4.2 <input type="checkbox"/>	Give examples of ways our families depend on natural resources (materials), human resources (talents), and capital	1.5.2 <input type="checkbox"/>	Articulate how he/she contributes as a family member
THE INDIVIDUAL AS A FAMILY MEMBER		1.2.2 <input type="checkbox"/>	Identify the American flag and recite the pledge of allegiance.	1.3.3 <input type="checkbox"/>	Natural / Human Resources	1.4.3 <input type="checkbox"/>	Name resources (\$) to produce products and services.	1.5.3 <input type="checkbox"/>	Identify other members of a family and their roles
1.1.3 <input type="checkbox"/>	Compare and contrast the roles of family members as they differ within our classroom families.	CITIZENSHIP		1.3.4 <input type="checkbox"/>	Describe ways in which people depend on the land and water	1.4.4 <input type="checkbox"/>	List and discuss the importance and consequences of personal spending and saving	SOCIAL ORGANIZATIONS AND INSTITUTIONS	
SEQUENCE OF EVENTS		1.2.3 <input type="checkbox"/>	Exhibit the traits of a good citizen...caring, respect, responsibility, fairness, honesty, courage)	1.3.5 <input type="checkbox"/>	Identify natural characteristics of their community, and how it affects development and recreation.	DESCRIBE THE CHARACTERISTICS OF PRODUCTION AND EXCHANGE		1.5.4 <input type="checkbox"/>	Identify groups to which we belong. E.g., family, school, friends, scouts, teams
1.1.4 <input type="checkbox"/>	Describe the four seasons and the role they play on our daily lives/activities.	1.2.4 <input type="checkbox"/>	List and discuss class and family rules.	ENVIRONMENT		1.4.5 <input type="checkbox"/>	Explore/Experience the use of money and barter in order to acquire our wants and needs	UNDERSTAND MEANS OF THOUGHT AND EXPRESSION	
1.1.5 <input type="checkbox"/>	Use a calendar to locate the date of school activities, holidays, feast days etc.	1.2.5 <input type="checkbox"/>	List and discuss consequences for violating class and family rules	1.3.6 <input type="checkbox"/>	Describe the seasons and how they affect human activities (work and recreation)	1.4.6 <input type="checkbox"/>	Describe examples of the relationship between work and income	1.5.5 <input type="checkbox"/>	Begin to explore how the arts are used to express our thoughts and cultural heritage.
1.1.6 <input type="checkbox"/>	Explore individual history through a timeline of the student's life.	1.2.6 <input type="checkbox"/>	Engage in the right to vote by voting on class rules / school issues	1.3.7 <input type="checkbox"/>	Construct examples or participate in, ways of how we can show personal responsibility for helping the environment.	1.4.7 <input type="checkbox"/>	Examine products for their origin of production and discuss possible reasons for production locally, within the US or in other countries.	UNDERSTAND HUMAN RELATIONSHIPS	

EXPLORING THE PAST, PRESENT AND FUTURE		1.2.7 <input type="checkbox"/>	Show acceptance of "majority rule with minority respect".	<i>ADAPTATION</i>		1.4.8 <input type="checkbox"/>	Give examples of service jobs, production jobs, transportation jobs and marketing jobs and explain how they are all important.	1.5.6 <input type="checkbox"/>	Recognize how individuals contribute to the well being of the family.
1.1.7 <input type="checkbox"/>	Explore individual history by producing timelines, illustrating a family tree, and sharing family traditions, etc.	1.2.8 <input type="checkbox"/>	Participate in a social service action (clean up litter on playground, write letters to homebound, etc.)	1.3.8 <input type="checkbox"/>	Compare the way people adapt and meet their needs in different communities (rural and urban).	1.4.9 <input type="checkbox"/>	Examine the interdependence between production, distribution and consumption	1.5.7 <input type="checkbox"/>	Identify common difficulties and challenges facing families today
1.1.8 <input type="checkbox"/>	Compare and contrast how a Pilgrim Family lived with our family, including the roles of men women and children.	<i>OUR GOVERNMENT</i>						1.5.8 <input type="checkbox"/>	Participate in a school wide program focusing on building cooperation and social skills between our students.(Peace Builders,
CONTRIBUTIONS FROM THE PAST		1.2.9 <input type="checkbox"/>	Illustrate how Arizona and other states combine to make a nation by coloring a map of the United States.						
1.1.9 <input type="checkbox"/>	Identify important American people/heroes in history and their contributions to our society.	1.2.10 <input type="checkbox"/>	Identify national leaders (President, Vice President) and describe their job						
1.1.10 <input type="checkbox"/>	Identify national and cultural holidays and reflect on how they are ways of remembering the past.	<i>CURRENT EVENTS</i>							
		1.2.11 <input type="checkbox"/>	Share and participate in discussions about current events.						

SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____ SCHOOL _____

TEACHER SIGNATURE: _____ DATE _____

SECOND GRADE - "Our Community" / TEACHER

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
THE ROLE OF RELIGION IN HISTORY		<i>PATRIOTIC IDENTITY</i>		<i>LOCATION / MAPS</i>		SCARCITY AFFECTS OUR FAMILY		SIMILARITIES AND DIFFERENCES AMONG PEOPLE	
2.1.1 <input type="checkbox"/>	Celebrate Religious Feast Days and Holidays and explore their meaning and historical significance.	2.2.1 <input type="checkbox"/>	Reflect on the values celebrated in our national holidays and traditions by showing respect during activities and celebrations.	2.3.1 <input type="checkbox"/>	Locate the equator, continents, oceans, and the USA, using maps and a globe.	2.4.1 <input type="checkbox"/>	Give examples of personal wants and needs	2.5.1 <input type="checkbox"/>	Compare similarities and differences among people in the community (language, feelings, wants, needs, customs, etc.)
2.1.2 <input type="checkbox"/>	Show an awareness of the historical importance of the life and teachings of Jesus by reflecting on Bible stories.	2.2.2 <input type="checkbox"/>	Identify the meaning of holidays and traditions celebrated in America by report writing, poster making, etc.	2.3.2 <input type="checkbox"/>	Read, interpret and construct maps using the title, compass rose, grids, cardinal directions and symbols on a map key (legend)	2.4.2 <input type="checkbox"/>	Give examples of ways our families depend on natural resources (materials), human resources (talents), and capital	SOCIAL ORGANIZATIONS AND INSTITUTIONS	
2.1.3 <input type="checkbox"/>	Examine how the Pilgrim's search for religious freedom played an important role in our country's history.	SYMBOLS						2.5.2 <input type="checkbox"/>	Identify social organizations and recognize how they are used by members of our community
THE INDIVIDUAL AS A COMMUNITY MEMBER		2.2.3 <input type="checkbox"/>	Identify national symbols (e.g., Declaration of Independence, flag, pledge, anthem, eagle, Statue of Liberty, motto, etc.) and express how they represent our country.			2.4.3 <input type="checkbox"/>	List and discuss the importance and consequences of personal spending and saving	MEANS OF THOUGHT AND EXPRESSION	
2.1.4 <input type="checkbox"/>	Recognize early American communities (Native American, Pilgrim, Colonial, and Pioneer settlements) and compare with our present day families. (roles, homes, food, dress, etc.).	CITIZENSHIP		NATURAL / HUMAN RESOURCES		CHARACTERISTICS OF PRODUCTION AND EXCHANGE		2.5.3 <input type="checkbox"/>	Explore how the arts (music, literature, dance and architecture express our cultural heritage
SEQUENCE OF EVENTS		2.2.4 <input type="checkbox"/>	Exhibit the traits of a good citizen...caring, respect, responsibility, fairness, honesty, courage)	2.3.3 <input type="checkbox"/>	Identify natural resources and explain their importance to humans. (wants / needs)	2.4.4 <input type="checkbox"/>	Explore/Experience the use of money and barter in order to acquire our wants and needs	2.5.4 <input type="checkbox"/>	Celebrate / share the traditions, values, and beliefs within our community.
2.1.5 <input type="checkbox"/>	Use a calendar to locate the date of school activities, holidays, feast days etc.	2.2.5 <input type="checkbox"/>	List and discuss class and family rules	2.3.4 <input type="checkbox"/>	Recognize different physical features-landforms, bodies of water, vegetation, and animal life and explain their influence on land use, trade and recreation.			UNDERSTAND HUMAN RELATIONSHIPS	
2.1.6 <input type="checkbox"/>	Explore school/parish/community history by using a timeline of events	2.2.6 <input type="checkbox"/>	List and discuss consequences for violating class and family rules	2.3.5 <input type="checkbox"/>	Recognize human characteristics (houses, schools, neighborhood) and explain their influence on land use, business and recreation.	2.4.5 <input type="checkbox"/>	Recognize the importance and relationship of work and income	2.5.5 <input type="checkbox"/>	Recognize how individuals contribute to success of a community
EXPLORING THE PAST, PRESENT AND FUTURE		2.2.7 <input type="checkbox"/>	Engage in the right to vote by voting on class rules / school issues			2.4.6 <input type="checkbox"/>	Examine products for their origin of production and discuss possible reasons for production locally, within the US or in other countries.	2.5.6 <input type="checkbox"/>	Reflect on common difficulties and challenges facing communities and possible ways of resolving these challenges
2.1.7 <input type="checkbox"/>	Explore our personal ancestry by sharing books / stories and researching the country, traditions, and other interesting facts and sharing the information with our class. (reports, posters, tradition,	2.2.8 <input type="checkbox"/>	Show acceptance of "majority rule with minority respect".	ENVIRONMENT		2.4.7 <input type="checkbox"/>	Identify examples of service jobs, production jobs, transportation jobs and marketing jobs and	2.5.7 <input type="checkbox"/>	Participate in a school wide program focusing on building cooperation and social skills
		2.2.9 <input type="checkbox"/>	Participate in a social service action (clean up litter on playground, write letters to homebound, etc.)						

	experience)	2.2.10 <input type="checkbox"/>	Identify ways people honor their country.	2.3.6 <input type="checkbox"/>	Identify several climates and how they affect human activities (work and recreation).		explain how they are all important.		between our students.
2.1.8 <input type="checkbox"/>	Analyze how communities change over time, including the role of men, women and children, and determine the cause of these changes.	OUR GOVERNMENT				2.4.8 <input type="checkbox"/>	Examine the interdependence between production, distribution and consumption		
		2.2.11 <input type="checkbox"/>	Identify religious, local, state and national leaders. (Mayor, Governor, President, Vice President) and the responsibilities of their job.	2.3.7 <input type="checkbox"/>	Compare the climate, population, human and physical features, and economic and political characteristics of different regions in our country				
CONTRIBUTIONS FROM THE PAST		2.2.12 <input type="checkbox"/>	Identify the three branches of our government as represented by the President, Congress and Supreme Court	2.3.8 <input type="checkbox"/>	Construct examples / participate in ways of how we can show personal responsibility for helping the environment.				
2.1.9 <input type="checkbox"/>	Identify important American people/heroes in history, including George Washington, Abraham Lincoln, Martin Luther King, and Caesar Chavez, and their contributions to our society.	CURRENT EVENTS		ADAPTATION					
		2.2.13 <input type="checkbox"/>	Share and participate in discussions about current events.	2.3.9 <input type="checkbox"/>	Give examples of how people have adapted to an area's climate, physical features and resources				
2.1.10 <input type="checkbox"/>	Identify national and cultural holidays and reflect on how they are ways of remembering those who fought for rights and freedoms of others.								

SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____

TEACHER SIGNATURE: _____ DATE: _____

3RD GRADE / TEACHER _____

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
3.1.1 <input type="checkbox"/>	Demonstrate the ability to place events in chronological order. (With emphasis on: First, next and last, timelines, the students lives and seasons)	3.2.1 <input type="checkbox"/>	Identify the reasons for forming a community. (With emphasis on: safety, shared principles, goals, customs and traditions)	3.3.1 <input type="checkbox"/>	Map reading: Locate cardinal and intermediate directions.	3.4.1 <input type="checkbox"/>	Recognize the basics of economics and its impact upon communities	3.5.1 <input type="checkbox"/>	Identify the different cultural traditions within communities.
3.1.2 <input type="checkbox"/>	Identify and/or illustrate symbols, customs and oral traditions of Native American communities of AZ (With emphasis on: Papagoes, Hopi, Navajo, Havasu, and the feathers, prayer stick, family structure, decorative arts, housing, origin stories and food.)	3.2.2 <input type="checkbox"/>	Identify and describe the symbols, icons, songs and traditions of the United States. (With emphasis on: the Pledge of Allegiance, patriotic songs, national holidays and land-marks.)	3.3.2 <input type="checkbox"/>	Use map keys and symbols (legends: buildings, cities and other features and scales)	3.4.2 <input type="checkbox"/>	Recognize the need to preserve natural resources for the economy	3.5.2 <input type="checkbox"/>	Compare communities with respect to dress, ceremonies, religion values and art.
3.1.3 <input type="checkbox"/>	Identify changes that taken place within communities over time. (With emphasis on: movement, assimilation of ideas within and between communities and trade.)	3.2.3 <input type="checkbox"/>	Demonstrate the value of work within a community. (Team work, leadership and cooperation)	3.3.3 <input type="checkbox"/>	Identify natural features of land (mountains, valleys, rivers and oceans etc.)	3.4.3 <input type="checkbox"/>	Define the terms: bartering/trading, supply/demand and identify their value to the growth of a community.	3.5.3 <input type="checkbox"/>	Recognize cultures of third world countries.
3.1.4 <input type="checkbox"/>	Describe communities of long ago and compare them to modern communities. (With emphasis on: holidays, the roles of men, women and children: early Americans: Puritans and Pilgrims, American Indians, Spaniards and Mexicans)	3.2.4 <input type="checkbox"/>	List, discuss and participate in forming rules that help people live in society.	3.3.4 <input type="checkbox"/>	Identify regions of different continents (desert, grassland, mountain and coastal)	3.4.4 <input type="checkbox"/>	Identify the importance of transportation and	3.5.4 <input type="checkbox"/>	Understand our shared humanity and unique identity.
3.1.5 <input type="checkbox"/>	Describe the influence of important Americans and their contributions to our society. (With emphasis on: George Washington, Benjamin Franklin, Thomas Jefferson, Chief Joseph, Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., Cesar Chavez and Father Kino.)	3.2.5 <input type="checkbox"/>	Define the need for citizenship. (Rights, responsibilities and freedoms)	3.3.5 <input type="checkbox"/>	Know the location of major cities in North America	3.4.5 <input type="checkbox"/>	Identify the production of goods in various communities.	3.5.5 <input type="checkbox"/>	List and describe social organizations and institutions (family, school, church).
		3.2.6 <input type="checkbox"/>	Compare and contrast law s and rules. (Mores vs. laws) Explain the value of government within a community. (State, county and city)	3.3.6 <input type="checkbox"/>	Know the location of major continents, mountain ranges and bodies of water on earth.				
		3.2.7 <input type="checkbox"/>	Identify prominent local, state and national citizens. (Mayor, President, school board members, and police.)	3.3.7 <input type="checkbox"/>	Know physical and human characteristics of the local community.				
				3.3.8 <input type="checkbox"/>	Know characteristics of a variety of regions (landforms, climate, vegetations, shopping, housing, manufacturing, religion and language).				
				3.3.9 <input type="checkbox"/>	Describe the ways in which people have used and modified resources in the local region, including dam construction, building roads, building cities, and raising crops.				
				3.3.10 <input type="checkbox"/>	Explain how people can conserve and replenish certain resources.				

SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____

TEACHER SIGNATURE: _____ DATE: _____

4TH GRADE / TEACHER _____

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
4.1.1 <input type="checkbox"/>	List ways in which early explorers and settlers adapted to, used and changed the environment of the state.	4.2.1 <input type="checkbox"/>	Explain the process by which AZ becomes a state.	4.3.1 <input type="checkbox"/>	Use a variety of maps to find absolute and relative location.	4.4.1 <input type="checkbox"/>	Describe how natural resources effected the growth of different regions in AZ.	4.5.1 <input type="checkbox"/>	Learn about cultural identity within different regions of our state and country.
4.1.2 <input type="checkbox"/>	Explain the historical reasons for the regions of the U.S. (Territories, states and reservations)	4.2.2 <input type="checkbox"/>	List a citizen's basic rights and responsibilities.	4.3.2 <input type="checkbox"/>	Name, locate and know the abbreviations of each state.	4.4.2 <input type="checkbox"/>	Develop an awareness of division of labor, processes of production and effects of technology have within regions	4.5.2 <input type="checkbox"/>	List several social organizations and institutions within the U.S.
4.1.3 <input type="checkbox"/>	List reasons for the influxes of early American explorers in AZ.	4.2.3 <input type="checkbox"/>	Illustrate and explain symbols of the state. (State flag, flower, bird, etc.)	4.3.3 <input type="checkbox"/>	Name and locate the counties of AZ.	4.4.3 <input type="checkbox"/>	Understand how regions are dependent on each other economically.	4.5.3 <input type="checkbox"/>	List several social organizations and institutions within the U.S.
4.1.4 <input type="checkbox"/>	Explain the impact that various nationalities have had on the U.S and AZ.	4.2.4 <input type="checkbox"/>	List and explain the function of the three levels of government. (Federal, state and local)	4.3.4 <input type="checkbox"/>	Locate and describe specific physical features of AZ and the U.S.	4.4.4 <input type="checkbox"/>	Use the law of supply and demand.	4.5.4 <input type="checkbox"/>	Compare and contrast traditions, values and beliefs of other cultures with those of our own.
4.1.5 <input type="checkbox"/>	Describe the significance of famous landmarks. (Statue of Liberty, Mt. Rushmore, the Liberty Bell.)	4.2.5 <input type="checkbox"/>	Identify the functions of each branch of state government.	4.3.5 <input type="checkbox"/>	Explain how an area's physical features influence its development.	4.4.5 <input type="checkbox"/>	Describe modern AZ industry, manufacturing and agriculture.	4.5.5 <input type="checkbox"/>	Describe how individuals contribute to the well-being of regions in which they
4.1.6 <input type="checkbox"/>	Evaluate the impact renowned Americans have had on the U.S. (Territorial Governors, Billy the Kid, Cochise, Geronimo, Susan Mc Goffin, Phelps Dodge, the Earps)	4.2.6 <input type="checkbox"/>	Explore and participate in the electoral process.	4.3.6 <input type="checkbox"/>	Describe seasons and climates and their effect on AZ and the U.S. regions.			4.5.6 <input type="checkbox"/>	Identify and discuss some of the common difficulties and challenges facing regions with in AZ and the U.S.
4.1.7 <input type="checkbox"/>	List reasons for Spanish and missionary presence in AZ and the influences they made on the state's history.	4.2.7 <input type="checkbox"/>	Identify and discuss community concerns and global problems and determine ways to help.	4.3.7 <input type="checkbox"/>	Give examples of how we use land and natural resources in AZ and the U. S. and how to conserve them.				
4.1.8 <input type="checkbox"/>	Recall the major historical events that are part of the state's history, their significance and the impact on people then and now and their relationship to the history of the nation. (Rail ways, mining, Gadsden Purchase, Cannon Dechley and ranching)			4.3.8 <input type="checkbox"/>	Identify the effects of transportation on trade and distribution between regions in AZ and the U.S. with in and between geographical areas of AZ and the U.S				
4.1.9 <input type="checkbox"/>	Explain the reasons for and the results of the Mexican War and its effect on AZ			4.3.9 <input type="checkbox"/>	Recognize the assimilation of ideas.				
4.1.10 <input type="checkbox"/>	Identify the characteristics of the AZ territorial days								
4.1.11 <input type="checkbox"/>	Explore the reasons recent immigrates came to the state, what their lives were/are like and their experiences of adjustments.			4.3.10 <input type="checkbox"/>	Explain how physical, cultural, political and economic factors influence AZ and U.S. regions.				

4.1.12 □	Explain how movement effected the growth of AZ.								
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SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____

TEACHER SIGNATURE: _____ DATE: _____

5TH GRADE / TEACHER _____

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
5.1.1 <input type="checkbox"/>	Analyze information regarding historical events through the use of appropriate research skills such as time lines, interpretation of graphs and tables, and the use of primary and secondary resources	5.2.1 <input type="checkbox"/>	Analyze the significance of the Articles of Confederation, the Declaration of Independence, the Constitution, and the Bill of Rights.	5.3.1 <input type="checkbox"/>	Describe and locate major landforms, regions, climates, and political boundaries within the United States	5.4.1 <input type="checkbox"/>	Discuss how trade promoted economic growth in the colonies	5.4.1 <input type="checkbox"/>	Identify key individuals and their impact on early America culture, politics and government.
5.1.2 <input type="checkbox"/>	Discuss the causes and consequences of European exploration in the Americas.	5.2.2 <input type="checkbox"/>	Describe the fundamental principles of American constitutional democracy and the separation of powers philosophy.	5.3.2 <input type="checkbox"/>	Locate places and features from maps and globes, such as latitude, longitude, natural resources, hemispheres, continents, states and capitals.	5.4.2 <input type="checkbox"/>	Describe the functions of the major institutions in the United States economy such as private business, banks, and government.	5.5.2 <input type="checkbox"/>	Explain the significant contributions made by individuals in the areas of art, literature, and science.
5.1.3 <input type="checkbox"/>	Describe the political, economic, and social impact of the settlement of America on indigenous peoples.	5.2.3 <input type="checkbox"/>	Explain the characteristics of republican and representative governments.	5.3.3 <input type="checkbox"/>	Interpret information from a variety of maps and globes, including contour, population, and historical maps.	5.4.3 <input type="checkbox"/>	Explain how price incentives affect people's behavior and choices.	5.5.3 <input type="checkbox"/>	Analyze Native American culture in the New World and its impact on early American society
5.1.4 <input type="checkbox"/>	Explain the importance of religious aspects of colonies in shaping the new nation and American principals	5.2.4 <input type="checkbox"/>	Discuss the contributions of key individuals such as George Washington, Samuel Adams, John Adams, James Madison, Benjamin Franklin	5.3.4 <input type="checkbox"/>	Explain the physical and human features that define places and regions within the United States.	5.4.4 <input type="checkbox"/>	Discuss how specialization improves standards of living	5.5.4 <input type="checkbox"/>	Identify key people involved in the expansion and development of America.
						5.4.5 <input type="checkbox"/>	Compare and contrast the economies of the three major colonial regions		
5.1.5 <input type="checkbox"/>	Compare and contrast the three colonial regions and key individuals of these regions.	5.2.5 <input type="checkbox"/>	Explain the concepts of federalism, democracy, bicameralism, and checks and balances	5.3.5 <input type="checkbox"/>	Locate and describe important physical features in each landform region of the United States.	5.4.6 <input type="checkbox"/>	Examine how voluntary exchange helps both buyers and sellers, including examples of colonial trade in North America	5.5.5 <input type="checkbox"/>	Identify leaders and important people from selected American historical settings, including contributions made by immigrants to the New World.
5.1.6 <input type="checkbox"/>	Analyze early representative government and democratic practices	5.2.6 <input type="checkbox"/>	Demonstrate political participation skills such as classroom voting procedures.	5.3.6 <input type="checkbox"/>	Explain and use map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps	5.4.7 <input type="checkbox"/>	Evaluate how trade promoted colonial growth, including triangular trade.	5.5.6 <input type="checkbox"/>	Explain the concepts of cultural diversity, prejudice, and the "salad bowl" theory.
						5.4.8 <input type="checkbox"/>	Discuss the effect of British economic and political policies on the colonies		
5.1.7 <input type="checkbox"/>	Discuss the causes of and events leading to the American Revolution	5.2.7 <input type="checkbox"/>	Examine current issues and events that affect political procedures and policies within the United States	5.3.7 <input type="checkbox"/>	Discuss the impact of interactions between people and the natural environment on the development of significant places and regions of the United States.	5.4.9 <input type="checkbox"/>	Analyze the government function of taxation and its effect on the provision of goods and services.		
5.1.8 <input type="checkbox"/>	Identify major battles and key individuals of the Revolutionary War	5.2.8 <input type="checkbox"/>	Infer the relationship between rules/consequences and law/law enforcement in American democracy.	5.3.8 <input type="checkbox"/>	Identify geographic boundaries of the early colonies, time zones, major U.S. cities, lakes and rivers.	5.4.10 <input type="checkbox"/>	Examine how competition, markets, and prices influence people's behavior		
5.1.9 <input type="checkbox"/>	Discuss the formation of the Constitution of the United States.					5.4.11 <input type="checkbox"/>	Explain the concept of entrepreneurship.		
						5.4.12 <input type="checkbox"/>	Discuss the positive and negative aspects of the free enterprise system in the United States. (Law of Supply and Demand)		

6.1.13 <input type="checkbox"/>	Discuss each civilization's religious traditions and how this shaped culture.								
6.1.14 <input type="checkbox"/>	Evaluate how cultural, religious, and scientific contributions influenced writing systems, calendars, monuments, astronomy, architecture, mathematics, art, literature, etc. of ancient cultures								
6.1.15 <input type="checkbox"/>	Discuss the impact of irrigation, agriculture and the domestication of animals of ancient cultures.								
6.1.16 <input type="checkbox"/>	Describe the major religions established by ancient cultures; specifically, Hinduism, Buddhism, Judaism, Islam, and Christianity.								
6.1.17 <input type="checkbox"/>	Explain the geographic origins, teachings, traditions, customs, beliefs and founders of each of the major religions.								
6.1.18 <input type="checkbox"/>	Compare and contrast the forms of government established in Egypt, Greece, Rome, China, and that of the Aztecs, Incas, and Mayans.								
6.1.19 <input type="checkbox"/>	Discuss the geographic origins, founding and influential leaders and their teachings, of each of the major civilizations.								
6.1.20 <input type="checkbox"/>	Discuss the role of the Roman Catholic Church, its development and influence on the formation of society and its effect on education and the arts.								
6.1.21 <input type="checkbox"/>	Analyze the cause and effect of the Crusades.								
6.1.22 <input type="checkbox"/>	Describe how the Renaissance and Reformation influenced education, art, religion and government in Europe.								
6.1.23 <input type="checkbox"/>	Analyze the origins and impacts of the Age of Exploration including technology, ideas, agriculture, medicine, and exploration.								
6.1.24 <input type="checkbox"/>	Identify and describe the political systems of each of the major civilizations and their impact on later society.								
6.1.25 <input type="checkbox"/>	Explain the characteristics of medieval European life and their impact on later civilizations.								
6.1.26 <input type="checkbox"/>	Identify key historical figures of each of the major civilizations; i.e. da Vinci, Marco Polo, Luther, Plato, Aristotle, etc.								
6.1.27 <input type="checkbox"/>	Discuss the Renaissance and its impact on artistic, literary, religious, and scientific contributions								

SOCIAL STUDIES CURRICULUM

ACADEMIC YEAR _____

EIGHTH GRADE - TEACHER _____

TEACHER SIGNATURE: _____ DATE: _____

HISTORY STANDARD 1		GOVERNMENT & CITIZENSHIP STANDARD 2		GEOGRAPHY STANDARD 3		ECONOMICS STANDARD 4		PEOPLE & CULTURE STANDARD 5	
STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:		STUDENTS WILL:	
8.1.1 <input type="checkbox"/>	Explain the development of the American West and its affect on the Native Americans and Mexican Americans	8.2.1 <input type="checkbox"/>	Discuss the expanding role of federal government in controlling business abuses and political practices	8.3.1 <input type="checkbox"/>	Evaluate the impact of landforms and climate on the social and economic developments of regions of the United States	8.4.1 <input type="checkbox"/>	Discuss the economic concepts of scarcity and demand in the economic market	8.5.1 <input type="checkbox"/>	Describe the role of religion in the exploration and colonization of Arizona
8.1.2 <input type="checkbox"/>	Discuss the transformation of the American economy and changing social and conditions in response to the Industrial Revolution	8.2.2 <input type="checkbox"/>	Describe progressive reforms including income taxes, direct election of Senators, women's suffrage	8.3.2 <input type="checkbox"/>	Describe economic, political, cultural, and social processes that interact to shape patterns of population	8.4.2 <input type="checkbox"/>	Evaluate the economic benefits of specialization and exchange	8.5.2 <input type="checkbox"/>	Explain the role of religious leaders in the civil rights movement
8.1.3 <input type="checkbox"/>	Identify innovations in technology and evolution of new marketing methods	8.2.3 <input type="checkbox"/>	Explain the structure, functions, and power of the Arizona state and local governments	8.3.3 <input type="checkbox"/>	Discuss how changes in technology, transportation, and communications affect the location of economic activities	8.4.3 <input type="checkbox"/>	Identify the factors that cause economic growth including investment in health, education, and training people	8.5.3 <input type="checkbox"/>	Discuss the role of social institutions and organization during the expansion of America
8.1.4 <input type="checkbox"/>	Evaluate the forces of immigration and abundant natural resources on growth of the United States	8.2.4 <input type="checkbox"/>	Describe and analyze changing views on civil rights and the fight for civil rights in the mid-20 th century	8.3.4 <input type="checkbox"/>	Explain how geography is used to improve the quality of life, including urban growth and environment	8.4.4 <input type="checkbox"/>	Describe the transformation of the American economy through the development of new forms of production and merchandizing	8.5.4 <input type="checkbox"/>	Infer the effect of fine arts and its contribution to development and transmission of culture in the United States
8.1.5 <input type="checkbox"/>	Summarize the efforts of workers to improves working conditions through the organization of labor unions	8.2.5 <input type="checkbox"/>	Explain obligations and responsibilities of citizenship in an expanding world	8.3.5 <input type="checkbox"/>	Identify and explain the causes and effects of settlement patterns including rural-to-urban, migration, and urbanization	8.4.5 <input type="checkbox"/>	Explain the economic factors behind the Arizona constitution and statehood	8.5.5 <input type="checkbox"/>	Analyze the transmission of traditions, values and beliefs during expansion of the United States
8.1.6 <input type="checkbox"/>	Analyze the efforts of Populists and Progressives to reform economics and government			8.3.6 <input type="checkbox"/>	Analyze the causes and effects of settlement patterns including rural	8.4.6 <input type="checkbox"/>	Analyze the geographic and economic factors that affect Arizona prosperity today	8.5.6 <input type="checkbox"/>	Describe how culture and economics give a culture, people, and places an identity and meaning, create a cultural landscape
8.1.7 <input type="checkbox"/>	Describe the development of the American West, specifically Arizona							8.5.7 <input type="checkbox"/>	Evaluate the impact of immigration on values of culture of the United States
8.1.8 <input type="checkbox"/>	Compare the economic and political factors that led to Arizona statehood							8.8 <input type="checkbox"/>	Discuss the influence of architecture in the development of the modern city
8.1.9 <input type="checkbox"/>	Discuss the expanding role of the United States in foreign affairs in the late 19 th and early 20 th centuries							8.9 <input type="checkbox"/>	Determine the impact of art, music, and literature in the development of respective periods of American history
8.1.10 <input type="checkbox"/>	Explain the major political, economic, and social development that led to American involvement in World War I							8.10 <input type="checkbox"/>	Explain the impact of 20 th century technology and art forms on the American family and culture

8.1.11 <input type="checkbox"/>	Describe major political, economic, and social developments that occurred between World War I and World War II								
8.1.12 <input type="checkbox"/>	Analyze the role of the United States								