

**KINDERGARTEN****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Describe their personal geographic information such as name, phone number, address including city, state, etc.
2. Identify maps and globes as tools for finding places
3. Name basic physical components of the environment such as streets, buildings, land, water, mountains, etc.
4. Point out basic directions (up, down, left, right, top, bottom)

**II. Economics**

The student will:

1. Use some economics terms (needs, wants, sharing, consequences) appropriately
2. Show respect for belongings and school property
3. Discuss that different people in the community have different jobs and responsibilities
4. Define price as the amount of money that people pay when they buy a good or service
5. Identify ways to reduce, reuse and recycle within the school setting

**III. Civics**

The student will:

1. Identify a group as two or more people who join together for a purpose
2. Name two groups to which you belong
3. Identify the need for rules at home and at school
4. Describe the roles of the authority figures in the community, place of employment, and the church
5. Display kindness, honesty, and other Christian values
6. Recite the Pledge of Allegiance
7. Sing patriotic songs
8. Identify the President of the U.S. and the Governor of Colorado
9. Recognize the flag of Colorado and the U.S. flag
10. Define responsibility
11. Make responsible choices and discuss the consequences of one's choices
12. List some national holidays

**KINDERGARTEN - CONTINUED****IV. History**

The student will:

1. Give examples of events that happened in the personal past and the present
2. Order events at school and in the family
3. Define yesterday as the past, today as the present, and tomorrow as the future
4. Explain the purpose of U.S. historical celebrations and the people associated with them

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Define God's plan for family and relate His plan to one's own family
2. Name and identify the relationship between the members of his/her family
3. Describe elements of family life and family
4. Compare and contrast family values and cultures
5. Discuss traditions and celebrations of different holidays
6. Identify himself/herself as members of the Catholic Church family
7. Explain that all people are children of God

**1<sup>ST</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Recognize names of continents and oceans
2. Use globes and flat maps to locate North and South poles, equator, continents, and oceans, the United States, Canada, Mexico, and Colorado
3. List community geographic information such as address including city, state, country, etc.
4. Use a compass rose to locate cardinal directions on a map
5. Connect legend symbols with real items
6. List some physical and human characteristics of major regions

**II. Economics**

The student will:

1. Identify trade, marketing, and barter
2. Identify the purpose of money
3. Identify ways to reduce, reuse, and recycle within the family
4. Discuss saving for future wants and needs
5. Give examples of jobs and responsibilities in a family, school, and community

**III. Civics**

The student will:

1. Give some reasons for rules and laws
2. Explore fire and traffic safety rules
3. Define privacy
4. Identify symbols of American freedom (Statue of Liberty, liberty bell, bald eagle)
5. Describe the values celebrated and people honored by national holidays

**1<sup>ST</sup> GRADE - CONTINUED****IV. History**

The student will:

1. Explore the relationship between myths and legends and the culture of a people
2. Discuss the cultural diversity and history of the community
3. Use simple timelines to understand the past, present, and future
4. Begin to identify famous people in history
5. Tell the story of the Pilgrims, the Native Americans, and the pioneers

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Compare the daily life of Native American children, Pilgrim children, and pioneer children
2. Connect love of God with serving others
3. Explain that we show God's love when we treat others kindly
4. Demonstrate a welcoming of all people to the family of God
5. Demonstrate that people should give thanks to God for natural gifts

**2<sup>nd</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Use globes and flat maps to locate U.S., Colorado, and Denver
2. Describe one location in reference to another using cardinal directions
3. Identify places on a globe in relation to the equator and the north and south poles
4. Identify the Northern and Southern hemisphere
5. Use the map key to locate features on a map
6. Identify the map scale and its use
7. Describe appropriate transportation modes for movement
8. Use simple graphs to describe characteristics of a place or region

**II. Economics**

The student will:

1. Identify that jobs provide income for families
2. Discuss the difference between wants and needs
3. Give examples of consumers and producers
4. Discuss that producers sell goods and services, and consumers buy and use goods and services
5. Give some examples of natural resources and human resources
6. Identify ways to reduce, reuse, and recycle within the community

**III. Civics**

The student will:

1. List traditions and contributions of various cultures that shaped the U.S.
2. Identify ways an individual makes a difference in a community
3. Define citizenship
4. List some freedoms of American citizens
5. Identify rules that help people live and work in a society
6. List characteristics of a good leader
7. Identify nation and community leaders explain that people vote to put them in office
8. Identify the differences between national, state, and local government

**2<sup>nd</sup> GRADE - CONTINUED****IV. History**

The student will:

1. Identify characteristics and features of a community
2. Identify some personal ancestors and their cultures
3. Identify important American historical figures
4. Compare his/her own neighborhood with that of neighborhoods from an earlier time
5. Identify Native Americans as the first inhabitants of the Americas

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Name cultural groups that are part of the local community
2. Recognize the uniqueness of individuals within a culture
3. List traditions and contributions of various cultures within the community
4. Identify some local parishes with a strong ethnic character and relate shared Catholic values

**3<sup>rd</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Use a map grid to locate a place
2. Identify the Prime Meridian
3. Locate the Eastern and Western hemispheres
4. Use cardinal and intermediate directions to locate places on a map
5. Define major land formations: mountain, hill, river, ocean, etc.
6. Give examples of how land forms, bodies of water affect people and communities and *vice versa*
7. Classify regions according to physical and human criteria, such as land forms, climate regions, population regions, language regions
8. Use a map to locate the fifty states and Washington, D.C.
9. List examples of renewable and non-renewable resources
10. Identify some plants and animals characteristic of geographic regions

**II. Economics**

The student will:

1. Explain how the price of goods and services in the U.S. economics system is determined by the principle of supply and demand
2. Identify and compare the various ways to purchase goods and services (cash, checks, credit cards, savings accounts, budgets, etc.)
3. Discuss the function of banks
4. Define tax and its purpose
5. Discuss concepts of incentives (rewards, consequences, etc.)
6. Discuss the need to preserve natural resources for the economy and life of a community
7. Identify the importance of transportation and communication in the economic development of a community
8. Compare differences in income for different occupations

**3<sup>rd</sup> GRADE - CONTINUED****III. Civics**

The student will:

1. Identify the parts of local government (civic, school, church)
2. Identify local government leaders
3. Define justice
4. Identify ways citizens contribute to community life
5. Analyze the important ideas or principles that make a good law (fair, understandable, achieve a purpose)
6. Identify concept of diversity (in religion, ethnic origin, age, gender, etc.)
7. Compare and contrast citizens and non-citizens (aliens)
8. Discuss how a person may become a citizen

**IV. History**

The student will:

1. Outline characteristics of life in Colonial America
2. Create a time line describing the development of Colonial America
3. Compare and contrast colonial life to present day life
4. Explain the role that the Native Americans played in the development and survival of the early colonies
5. Describe the life of pioneers
6. List some famous people from the colonial era
7. Discuss reasons for western expansion
8. Give examples of the influence of technological inventions on communities in the past and present, i.e., transportation and communication

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Gather and report current events
2. Define urban and rural
3. Compare and contrast urban and rural lifestyles
4. Discuss that Christians are called to the right thing when faced with difficult choices
5. List traditions and contributions of various cultures within the United States

**4<sup>th</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Name the 50 states and their capitals
2. Match the postal abbreviations for the 50 states with the correct state
3. Identify some major cities and landmarks in the United States
4. Define latitude and longitude
5. Locate places on a map and/or globe using longitude and latitude
6. Recognize various kinds of maps (thematic, political, physical). List the cardinal and intermediate directions and identify physical features, scale, map key, lines of longitude and latitude, etc.
7. Construct a map including map key, scale, compass rose, etc.
8. List the geographic regions of the U.S.
9. Describe the similarities and differences of the geographic regions in the U.S.
10. Describe the social and economic effects of environmental changes resulting from phenomena such as floods, drought, and storms
11. Discuss how transportation and communication technology have affected relationships between regions

**II. Economics**

The student will:

1. Explain how the natural resources determine the economics of a region
2. Describe the economic characteristics of a society within a region
3. Describe the economic interdependence of regions
4. Explain the concept of price as related to supply and demand
5. Explain the effect of economics and resources on the jobs of a region

**III. Civics**

The student will:

1. Compare and contrast the levels of government
2. Identify past and present Colorado governmental leaders
3. Discuss the rights and responsibilities of citizens
4. Demonstrate good flag etiquette
5. Identifies opportunities for leadership and public service in the classroom, community, state, nation
6. Identify community concerns and discuss ways he/she can help

**4<sup>th</sup> GRADE – CONTINUED****IV. History**Colorado History

The student will:

1. Identify Colorado state symbols and slogans and determine why they were chosen to represent the state
2. Construct a time line showing the major events in Colorado history
3. Connect famous people with events on the time line
4. Describe how the events in Colorado affected U.S. history

States and Regions

The student will:

1. Compare and contrast the historical development of each region of the U.S.
2. Explain and map famous landmarks
3. Explain why various groups migrated to different parts of the U.S.

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Describe pioneer life in Colorado
2. Give examples of how different cultures have contributed to the development of the regions of the U.S. and Colorado
3. Give examples of current issues of concern to the U.S. and Colorado
4. Relate stewardship of natural resources to love of God
5. Identify the role of the Catholic Church in Colorado history

**5<sup>th</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

Fifth grade social studies is primarily history based and covers the development of the Ancient World. Maps and globes will be used to increase the students' understanding of this development.

The student will:

1. Define the five themes of geography: location, place, movement, human/environment interaction, regions
2. Use the five themes of geography to analyze historical content
3. Read and interpret various kinds of maps (thematic, political, physical) using cardinal and intermediate directions, physical features, scale, map key, lines of longitude and latitude, etc.
4. Discuss the various ways that land forms are represented by various kinds of maps and map projections, i.e. Robinson and Mercator projections
5. Locate civilizations on a map of the world
6. Describe the physical geography of the fertile crescent, Egypt, India, China, Africa, Greece, the Mayans, and the Roman Empire

**II. Economics**

The student will:

1. Explain the connection between the development of agriculture and the growth of early cities
2. Describe the growth and impact of trade on civilization
3. Discuss the effect of resources on the wealth of a civilization
4. Explain disparities in the distribution of wealth and how this impacts society and government
5. Discuss the effect of war on the wealth of a civilization
6. Explain how governments get money

**5<sup>th</sup> GRADE – CONTINUED****III. Civics**

The student will:

1. Identify the government systems developed in the past, such as monarchy, republic, etc.
2. Identify important government leaders in ancient civilizations
3. Explain the contributions of past cultures to modern law
4. Describe the characteristics of a citizen
5. Identify social justice issues (such as slavery, diversity, suppression of beliefs, economic repression, unequal living conditions, etc.) in ancient times

**IV. History**

The student will:

1. Explain how people today learn about people who lived long ago
2. Define civilization
3. Discuss the meaning of the labels of B.C. and A.D. on a time line
4. Explain how, why, and where civilizations developed
5. Trace the rise and fall of civilizations
  - a) Mesopotamia/Fertile Crescent
  - b) Egypt
  - c) India
  - d) China
  - e) Mayan
  - f) Persia
  - g) Greece
  - h) Rome
6. Name some major world religions/philosophies and discuss the spread of each one (i.e. Judaism, Hinduism, Buddhism, Taoism, Confucianism, Christianity, mythology, Greek and Roman philosophers, etc.)
7. Describe the contributions of past civilizations to the modern world
8. Construct an accurate time-line of early civilization

**5<sup>th</sup> GRADE – CONTINUED****V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Gather, report, and analyze current events
2. Explain the reasons for the development of social classes and conflict among various classes
3. Outline the origins and basic beliefs of world religions and philosophies
4. Examine social justice issues
5. Identify the forms and functions of art, architecture, and literature in different civilizations
6. Describe the structure of the family and society in civilizations
7. Discuss the rise and spread of Christianity and its effects on Western civilization

**6<sup>th</sup> GRADE****I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

Sixth grade social studies is history based and covers the development of civilization from medieval times to the present. Maps and globes will be used to increase the students' understanding of this development.

The student will:

1. Identify the various types of map projections and discuss their uses
2. Use the five themes of geography to analyze historical content
3. Read, interpret, and create various kinds of maps (thematic, political, physical) using cardinal and intermediate directions, physical features, scale, map key, lines of longitude and latitude, etc.
4. Construct maps that show the extent of various empires in Europe, Asia, Africa, and the Americas
5. Identify the geographic effects of colonization and Imperialism
6. Identify political and physical features on current maps of the world

**II. Economics**

The student will:

1. Define and compare major economic systems developed since the fall of the Roman Empire (feudalism, capitalism, socialism, etc.)
2. Explain how trade and resources influenced the evolution of society and cultural interactions
3. Discuss the economic effects of exploration and industrialization
4. Explain the causes and effects of economic depression

**III. Civics**

The student will:

1. Identify the emergence of nation states in Europe
2. Examine the rise of totalitarian states
3. List conditions and social justice issues that lead to revolutions
4. Compare and contrast various philosophies of government
5. Identify political figures of the time

**6<sup>th</sup> GRADE – CONTINUED****IV. History**

The student will:

1. Define various periods of the medieval and modern times
2. Discuss the rise and spread of major world religions
3. Trace the rise and fall of civilizations (such as Byzantine, in India, in China, in Japan, in Africa, Medieval, Aztec, Inca, etc.)
4. Summarize the causes and consequences of European philosophies (such as Imperialism, nationalism, etc.)
5. Describe the interrelations among the peoples of world
6. Identify famous people and places associated with events in this era

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Gather, report, and analyze current events
2. Examine the impact of disease on populations
3. Examine the role of the Catholic Church in the Medieval world
4. Examine the spread and influence of religions and explore their impact on society
5. Discuss the major ideas of the Renaissance and the Enlightenment and their impact on the world
6. Examine social justice issues
7. Describe the effects of cultural interactions
8. Explore the impact of colonization and imperialism on Africa, Asia, and the Americas
9. Examine the independence movements of the 20th century

**7<sup>th</sup> GRADE**American Civilization from the Age of Exploration/Colonization to the Civil War**I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will:

1. Explain the geographic effects on culture of indigenous peoples throughout the Americas
2. Identify the routes of American exploration
3. Use maps to identify the holdings of the major world powers throughout the Americas
4. Use maps to track the changing political boundaries
5. Locate and map the original thirteen colonies
6. Identify the maps of the major battles of important wars
  - a) the American Revolution
  - b) the War of 1812
  - c) the Mexican War
  - d) the Civil War
7. Illustrate maps to demonstrate westward expansion (including Indian Reservations)
8. Use maps to demonstrate the formation and growth of regions

**II. Economics**

The student will:

1. Explore the economic reasons for exploration and colonization
2. Explain the effects of taxes placed on the Colonies by the British
3. Explain the role of government on the system of banking
4. Give examples of major economic activities as they developed in the U.S. before 1861

**7<sup>th</sup> GRADE – CONTINUED****III. Civics**

The student will:

1. Explain the major points of the founding documents (Declaration of Independence, Constitution, Articles of Confederation)
  - a) individual rights
  - b) secession
  - c) states rights versus federal rights
2. Evaluate the impact of political figures on the development of America
3. Explain the basic structure of the U.S. government
4. Define compromise. Examine situations where it has had an impact on U.S. History.
5. Explain the process of making, amending, passing, and implementing laws

**IV. History**

The student will:

1. Discuss the various reasons European nations explored the Americas
2. Compare and contrast the relationships between Native Americans, French, Spanish, English, and Dutch settlers
3. Analyze the development of regions in America
4. Reconstruct the chronology of the events leading to the outbreak of the American Revolution
5. Describe the impact of the Revolution and the reasons for the American victory
6. Analyze the formation of the U.S. government using historical and founding documents and philosophies
7. Explain the impact of territorial growth on the expansion of the United States and how it affected relations with external powers and indigenous people
8. Identify the causes and effects of:
  - a) the French and Indian War
  - b) the War of 1812
  - c) the Mexican War
  - d) the Civil War
9. Identify famous people and places associated with events in this era

**7<sup>th</sup> GRADE – CONTINUED****V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Gather, report, and analyze current events
2. Compare and contrast colonization by the French, English, Spanish, and Dutch
3. Describe the causes and effects of immigration and migration on the culture of the United States
4. Examine social justice issues
5. Use music, art, and literature to interpret historical events
6. Describe the causes and effects of aggressive territorial expansion
7. Describe the causes and effects of individual human rights violations
8. Recognize God's law of love in our relationships with other cultures

**8<sup>th</sup> GRADE**United States History from the Reconstruction to Present**I. Geography**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography. The use of maps and globes is expected at all grade levels.

The student will create, use, and/or analyze thematic and historical maps and charts relating to:

1. Reconstruction
2. Era of change in the West
3. Industrialization/Gilded Age
4. Involvement of the U.S. in world affairs

**II. Economics**

The student will:

1. Explore the economic results of industrialization
2. Describe how the development of transportation and the rise of technology influenced economic growth in the USA
3. Discuss American urbanization
4. Describe the causes and effects of the 1929 stock market crash and the Great Depression
5. Discuss how the U.S. mobilized its economic and military resources for wars
6. Examine the role of the U.S. in the world market today

**III. Civics**

The student will:

1. Explain how the two-party system works and the impact of third parties on the political system
2. Discuss the social issues involved in civil rights movements
3. Name current political figures in the local, state, national and international level
4. Describe how political systems such as imperialism, totalitarianism, communism, etc. influenced U.S. history

**8<sup>th</sup> GRADE - CONTINUED****IV. History**

The student will:

1. List some characteristics of the Reconstruction
2. Explain the impact of the Reconstruction on the United States
3. Reconstruct the chronology of events from Reconstruction to the present
4. Investigate the various cultural/economic groups that developed the West
5. Explain the effects of rapid industrialization of the United States
6. Explore the establishment and growth of political parties
7. Examine patterns and impact of immigration
8. Identify the roots and emergence of the United States as a world power
9. Examine the causes and effects of wars in U.S. history after Reconstruction
10. Evaluate the causes and effects of the Great Depression
11. Discuss the struggle for racial and gender equality and the extension of civil liberties
12. Identify famous people and places associated with events in this era

**V. Social, Cultural, Religious, World Perspectives**

The student will:

1. Gather, report, and analyze current events
2. Describe the effects of U.S. historical movements on different groups
3. Describe the sources, experiences, and influences of immigrants
4. Identify social tensions and changes
5. Examine social justice issues
6. Use music, art, and literature to interpret historical events
7. Explain the purpose and organization of the United Nations
8. Describe U.S. Foreign Policy
9. Explain and defend that human dignity comes from being created by God in the image and likeness of God