

**PRESCHOOL - THREE AND FOUR-YEAR OLDS OBJECTIVES**

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**I. GEOGRAPHY**

Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography.

*The student will:*

1. Demonstrate awareness of location and direction by using vocabulary like up, down, far, close, above, inside, outside, next to, over, and under
2. Describe the purpose for various places, i.e. school, church, hospital, etc.
3. Discuss the relationship between weather and dress

**II. ECONOMICS**

Students will examine choices, the impact on themselves, and the consequences of their choices for their environment.

*The student will:*

1. Identify needs, i.e., shelter, food, parents, etc.
2. Realize that resources are limited
3. Realize that we must not waste
4. Realize that we must keep our Earth safe and clean
5. Accept responsibility for classroom jobs and assignments

**III. CIVICS**

Students will become aware of political systems and how people govern themselves.

*The student will:*

1. Recognize the flags of the United States and Colorado
2. Recognize the importance of rules and laws
3. State reasons for some rules and laws
4. Discuss the relationship of actions and consequences
5. List some characteristics of appropriate behavior, i.e., good citizenship
6. Be responsible for personal items
7. Respect others and their property
8. Cooperate with others
9. Show kindness toward others
10. Take an active role in class i.e., standing up for self

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**IV. HISTORY**

Social Studies is experienced in the everyday early childhood environment. The child learns the patterns of appropriate behavior. A secure environment supervised by caring adults, allows the child to practice the acquired skills of playing, sharing, turn-taking, and respect for others. Holidays, traditions, seasons, historical events, and cultural differences broaden the preschool Social Studies experience.

*Students will use the process of historical inquiry to understand the past, develop a sense of the present, and build perspectives on the future. These studies contribute to the development of the student's historical self.*

*The student will:*

1. Use vocabulary such as before and after
2. Place three pictures in a simple story in sequence
3. Sing and rhyme to explore vocabulary associated with calendar, i.e., day, week, month, year
4. Describe personal life events with concepts of past and present
5. Discuss growth and change from baby to preschooler
6. Recognize various holidays and celebrations

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

Students will develop an awareness of the larger world around them.

*The student will:*

1. Identify and describe the family unit
2. Become aware of community helpers and a variety of occupations
3. Realize that people depend on each other
4. Identify methods of transportation
5. Explore similarities and differences between countries, i.e., customs, traditions, homes, jobs, food, dress, etc.

## PREKINDERGARTEN - FOUR AND FIVE-YEAR OLDS OBJECTIVES

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### I. GEOGRAPHY

*The student will:*

1. Demonstrate awareness of location and direction by using vocabulary like right, left, far, near, above, below, across, between, inside, outside, next to, over, and under
2. Design a map of the classroom or their house
3. Describe the purpose for various places, i.e., school, church, hospital, etc.
4. Discuss the weather of various parts of the world
5. Discuss the relationship between weather and dress
6. Observe and explore ways of adapting to the natural environment (dress, housing)
7. Recognize the names and locations of some states

### II. ECONOMICS

*The student will:*

1. Label needs and wants
2. Realize that resources are limited
3. Realize that we must not waste
4. Realize that we must keep our Earth safe and clean
5. Use toys, materials, and tools appropriately
6. Accept responsibility for classroom jobs and assignments

### III. CIVICS

Students will become aware of political systems and how people govern themselves.

*The student will:*

1. Recognize the flags of the United States and Colorado
2. Identify other symbols of the United States, i.e., Eagle, Statue of Liberty, Liberty Bell, etc.
3. Recite the Pledge of Allegiance
4. Recognize the importance of rules and laws
5. State reasons for some rules and laws
6. Discuss the relationship of actions and consequences
7. List some characteristics of appropriate behavior, i.e., good citizenship
8. Be responsible for personal items
9. Respect others and their property
10. Cooperate with others
11. Show kindness toward others

**PREKINDERGARTEN - FOUR AND FIVE-YEAR OLDS OBJECTIVES**

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**IV. HISTORY**

Students will use the process of historical inquiry to understand the past, develop a sense of the present, and build perspectives on the future. These studies contribute to the development of the student's historical self.

*The student will:*

1. Use vocabulary such as before, after, yesterday, today, tomorrow
2. Place up to six pictures in a simple story in the correct sequence
3. Sing and rhyme to explore vocabulary associated with calendar, i.e., day, week, month, year, yesterday, today, tomorrow
4. Describe own life events with concepts of past and present
5. Discuss growth and change from baby to pre-kindergartener
6. Recognize various state and national holidays and celebrations
7. Recognize the difference in others and celebrate diversity

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

*The student will:*

1. Identify and describe the family unit
2. Become aware of community helpers and a variety of occupations
3. Realize that people depend on each other
4. Identify methods of transportation
5. Explore similarities and differences between countries, i.e., customs, traditions, homes, jobs, food, dress, etc.
6. Explore various cultures through dance, music, stories, using various media
7. Identify the various communities to which he/she belongs, i.e., family, class, school, parish

## KINDERGARTEN OBJECTIVES

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### 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 his/her 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)
5. Identify direction using north, south, east, and west

### 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
6. Identify some modes of transportation in his/her community

### 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 he/she belongs
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 in the classroom and school community and discuss the consequences of one's choices

**KINDERGARTEN OBJECTIVES**

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12. List some national holidays (Memorial Day, Labor Day, Veterans Day, Martin Luther King Holiday, Presidents' Day, Independence Day, Thanksgiving)

**IV. HISTORY***The student will:*

1. Give examples of events that happened in his/her 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, cultural roots, 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 his/her 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 a member of the Catholic Church family
7. Explain that all people are children of God

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**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, continent, 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
6. Identify natural resources (i.e., food, water, coal, oil, trees, etc.)
7. Identify some modes of transportation in his/her 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. Discuss the ideals of freedom and justice
5. Identify symbols of American freedom (Flag of the U.S., Statue of Liberty, liberty bell, bald eagle)
6. Demonstrate good flag etiquette (posture during Pledge of Allegiance)
7. Describe the values celebrated and people honored by national holidays (Squanto, Columbus, Martin

**1<sup>ST</sup> GRADE OBJECTIVES**

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- Luther King, George Washington, Abraham Lincoln, Rosa Parks, Thurgood Marshall, U.S. Constitution)
8. Identify ways he/she can care for the Earth

**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. 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
6. Describe the ethnic traditions in a variety of cultures (Cinco de Mayo, Hanukkah, St. Patrick's Day, Chinese New Year, etc.)

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**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. Identify and locate continents and oceans on a map and a globe
6. Use the map key to locate features on a map
7. Identify the map scale and its use
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
7. Describe appropriate modes of transportation for movement

**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

**2<sup>ND</sup> GRADE OBJECTIVES**

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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

**IV. HISTORY***The student will:*

1. Identify characteristics and features of a community
2. Identify some personal ancestors and their cultures. Talk about this in terms of immigration to the United States.
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 (Example: Queen of the Vietnamese Martyrs, St. Joseph Polish, Annunciation)

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**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. Name and locate the continents and oceans
5. Use cardinal and intermediate directions to locate places on a map
6. Define major land formations: mountain, hill, river, ocean, etc.
7. Give examples of how land forms, bodies of water affect people and communities and *vice versa*
8. Classify regions according to physical and human criteria, such as land forms, climate regions, population regions, language regions
9. Use a map to locate the fifty states and Washington, D.C.
10. List examples of renewable and non-renewable resources in geographic regions
11. 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

**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.)

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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, including continued immigration
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 do the right thing when faced with difficult choices
5. List traditions and contributions of various cultures within the United States

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### 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. Identify one of each per region.
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

### 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
6. Discuss how transportation and communication technology have affected relationships between regions

### III. CIVICS

*The student will:*

1. Compare and contrast the levels of government (i.e., state, federal, local city/county)
2. Identify past and present Colorado governmental leaders
3. Discuss the rights and responsibilities of citizen
4. Demonstrate good flag etiquette (how the flag is hung, how to fold the flag). Understand the words of the pledge of allegiance

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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

**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
5. Identify major industries (ranching, farming, mining) and their impact on the development of Colorado

**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**

Teachers of Religion and teachers of Social Studies should confer about the overlapping objectives in their two areas to ensure that these topics are covered well.

*The student will:*

1. Describe life of the early peoples and the pioneers of 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

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### 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 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

### 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 the role of money in a government (creation of currency, use of money, taxation)

### 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 in different cultural social divisions
5. Identify social justice issues (such as slavery, diversity, suppression of beliefs, economic repression, unequal living conditions, etc.) in ancient times

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**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 in Mesopotamia/Fertile Crescent including:
  - a) Egypt
  - b) India
  - c) China
  - d) Persia
  - e) Greece
  - f) 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 philosophers etc.)
7. Describe the contributions of past civilizations to the modern world
8. Construct an accurate time-line of early civilization

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

Teachers of Religion and teachers of Social Studies should confer about the overlapping objectives in their two areas to ensure that these topics are covered well.

*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 in relations to current events and history
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

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### 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. 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 including the Mayans, and the Roman Empire
5. Identify the geographic effects of colonization and Imperialism (Columbian exchange)
6. Compare ancient (i.e., Persia and modern day Middle East; pre-wall and post-wall China) 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

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**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, Roman, in India, in China, in Japan, in Africa, Medieval, Aztec, Inca, Mayans, etc.)
4. Summarize the causes and consequences of European philosophies (such as Imperialism, nationalism, etc.)
5. Describe the interrelations among the peoples of the world
6. Identify famous people, places, and philosophies associated with events in this era

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

Teachers of Religion and teachers of Social Studies should confer about the overlapping objectives in their two areas to ensure that these topics are covered well.

*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, particularly Christianity, 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 in relation to current events and history
7. Describe the effects of cultural interactions
8. Explore the impact of colonization and imperialism on Africa, Asia, and the Americas
9. Discuss the rise and spread of Christianity and its effects on Western civilization

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**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.

American Civilization from the Age of Exploration/Colonization to the Civil War

*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. Analyze 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. Analyze 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

**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

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**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, including the Enlightenment
7. Explain the impact of territorial growth on the expansion of the United States and how it affected relations with external powers and indigenous peoples
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, places and philosophies associated with events in this era

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

Teachers of Religion and teachers of Social Studies should confer about the overlapping objectives in their two areas to ensure that these topics are covered well.

*The student will:*

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

**8<sup>TH</sup> GRADE OBJECTIVES**

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**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.

United States History from the Reconstruction to Present

*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. Factors that influence the location of industries in the United States
4. Involvement of the U.S. in world affairs (i.e., world trade, diplomacy, alliances transportation)
5. Areas of domination by political parties

**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 OBJECTIVES**

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**IV. HISTORY***The student will:*

1. List some characteristics of the Reconstruction
2. Explain the impact of the Reconstruction on the United States
3. Construct 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 including the Spanish-American War, World War I, World War II, the Korean conflict, Vietnam, the Gulf wars, etc.
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, places, and philosophies associated with events in this era

**V. SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES**

Teachers of Religion and teachers of Social Studies should confer about the overlapping objectives in their two areas to ensure that these topics are covered well.

*The student will:*

1. Gather, report, and analyze current events, including political cartoons
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 in relation to current events and history
6. Use music, art, and literature to interpret historical events
7. Explain the purpose and organization of the United Nations
8. Describe the intentions and impacts of U.S. Foreign Policy
9. Explain and defend that human dignity comes from being created by God in the image and likeness of God

**HIGHSCHOOL**

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**COLORADO HISTORY**

This one semester course is required for freshmen at Holy Family High School.

This is an elective at Bishop Machebeuf High School

*The student will:*

1. Examine the indigenous people of the southwestern United States and the Great Plains and their impact on the history of Colorado
2. Examine the effect of exploration on the culture of the Southwest
3. Analyze the contributions of the various groups of people who have explored and settled Colorado
4. Examine the effects of national and world events on Colorado
5. Identify and describe famous people, places, and events in Colorado history
6. Identify the cultural, literary, and artistic movements, including fads, trends, and characteristics of daily life throughout Colorado history
7. Discuss the impact of geography on Colorado history
8. Trace the growth of the Catholic church in Colorado
9. Examine the effects of political change on Colorado
10. Evaluate Colorado's political trends
11. Describe the causes and effects of immigration on Colorado history

**WORLD GEOGRAPHY**

This is a one semester class is taken by freshmen at Holy Family High School. The course is map intensive and based on the five themes of geography.

*Students will:*

1. Select, interpret, analyze, and create maps, charts and other graphic representations
2. Discuss verbally and through writing how geography has influenced the culture of different regions of the world
3. Locate on the map major physical features of the world and explain their impact on the regions and world around them
4. Identify on a map the primary locations of major political, religious, regional, and economic cultures
5. Explain the impact of geography on major political, religious, regional and economic cultures
6. Explain the impact of technological advances on geography
7. Label major countries and their capitals, and important cities and landmarks on a map
8. Identify and analyze recent changes in political boundaries
9. Describe how spatial interaction accounts for patterns of movement such as transportation routes, migration patterns, trade patterns, etc.

**HIGHSCHOOL**

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**WORLD HISTORY**

This is a full year class is required for graduation and is usually offered to sophomores.

*The students will:*

1. Identify contemporary characteristics as they relate to their ancient world origins
2. Demonstrate the use of map skills and interpretation especially the influence of geography upon history
3. Describe major social, political, economic systems and structures, and explain their development and impact on history
4. Compare and contrast the various religious movements throughout history, their beginnings, beliefs, and effects of world development
5. Integrate the ideas of chronology, and cause and effect in history
6. Compare the various artistic, scientific, and cultural achievements of major civilizations
7. Explain how European society experienced political, economic, religious, and cultural transformation in the age of discovery and expansion
8. Describe the effects of colonization and imperialism
9. Analyze the industrial revolution and its short-term and long-term effects
10. Compare and contrast the major revolutions throughout history
11. Analyze the forces throughout history that have caused civilizations to rise, reform and fall
12. Describe the achievements of people and cultures and evaluate their impact on history
13. Discuss the evolution of warfare
14. Examine the causes and effects of major conflicts throughout history
15. Analyze major global trends since World War II
16. Identify important, influential people associated with the events and movements in throughout history
17. Identify the cultural, literary, artistic movements throughout history

**UNITED STATES HISTORY**

This year long course is a graduation requirement and is usually offered to juniors.

*The student will:*

1. Describe and evaluate the formation of Native American cultures
2. Describe and evaluate the background and consequences of the exploration of the Americas
3. Describe the political, religious and social institutions which emerged in the colonial settlements
4. Evaluate the causes and effects of the American Revolution from various perspectives
5. Describe the strengths and weaknesses of the Articles of Confederation, the new state constitutions, and the United States Constitution
6. Assess the rise and fall of American political parties
7. Explain westward expansion of the United States and its political, economic, social, environmental effects
8. Evaluate the causes and effects of the Civil War and Reconstruction
9. Explain the factors necessary for industrialization and its effects on American society

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10. Describe reasons for immigration and its impact
11. Analyze the causes and effects of urbanization
12. Compare and contrast various reform movements
13. Describe and evaluate United States imperialism
14. Analyze the cause and effect of America's involvement in global conflicts during the 20th century
15. Identify important, influential people associated with the events and movements in American history
16. Identify the cultural, literary, and artistic movements, including fads, trends, and characteristics of daily life throughout American history
17. Analyze the causes and effects of the Great Depression
18. Trace the transformation of the economics, politics, and technology in the United States after World War II
19. Examine the struggle for racial and gender equality and for the extension of civil liberties
20. Identify some political, cultural, and economic trends of the later 20th century
21. Examine important political, cultural, and economic impacts of the attacks on September 11, 2001

**GOVERNMENT**

This one semester required course explores the political system in the United States and how it developed. The U.S. Constitution, branches of government, the role of the electorate, and protection afforded the people by the Bill of Rights and other constitutional safeguards will be examined. Other types of governments and how they compare to the United States democratic system will be studied.

*The student will:*

1. Compare and contrast different political systems, including democratic systems, authoritarian systems, monarchies, etc.
2. Explain the principles and reasons for the United States political system
3. Analyze religious, social, historical and political issues using Constitutional principles
4. Describe the process of amending the U.S. Constitution
5. Identify the historical event(s) that lead to the framing of a Constitutional amendment and describe its short-term and long-term effects
6. Analyze the development of the two-party system
7. Describe the issues that characterize the major political parties, and compare and contrast these political ideologies
8. Explain and evaluate the electoral process used in the United States
9. Compare the U.S. electoral system with other government selection methods
10. Recognize and explain the construction and functions of the different branches of government enumerated in the U.S. Constitution
11. List and explain the basic rights guaranteed under the U.S. Constitution
12. Analyze situations involving the denial or abridgement of the rights of a citizen
13. Apply fundamentals of government to a society
14. Examine some important Supreme Court cases and their impact on society, the legal system, and the culture of the United States

**HIGHSCHOOL**

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**ECONOMICS**

This elective consists of one semester of micro economics and one semester of macro economics. It is usually offered to juniors and seniors.

*The student will:*

1. Identify the basic concepts of the major economic systems
2. Define the vocabulary and concepts unique to the study of economics
3. Explain how the various economic systems address the problem of scarcity
4. Chart and graph various economic laws, indicators, and schedules
5. Demonstrate the importance of budgeting, financial planning, and investing in their personal lives
6. Analyze the effects of the involvement of governments on economic structure with special emphasis on variables such as taxes, interest rates, and other regulations
7. Demonstrate familiarity with the principals and current patterns of global trade
8. Identify the various types of businesses explaining the strengths and weaknesses of each
9. Discuss the interaction of economics and global politics
10. Analyze employment/unemployment, income, and income distribution, and social factors such as education, gender, etc., on an economic system
11. Present a Catholic perspective on the distribution of wealth and economic systems

Other electives in the Social Studies Department include:

1. Psychology
2. AP European History