

STRAND I: GEOGRAPHY

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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.

PRESCHOOL - THREE AND FOUR YEAR-OLDS

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 (e.g., school, church, hospital).
3. Discuss the relationship between weather and dress.

PRE-KINDERGARTEN - FOUR AND FIVE YEAR-OLDS

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 (e.g., school, church, hospital).
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 (e.g., dress, housing).
7. Recognize the name and location of Colorado.

KINDERGARTEN

The student will:

1. Describe his/her personal geographic information (i.e., name, phone number, full address).
2. Point out basic directions (i.e., up, down, left, right, top, bottom).
3. Use terms to describe relative location, including over, under, near, far, left, and right.
4. Identify maps and globes as tools for finding places.
5. Name basic physical components of the environment (e.g. streets, buildings, land, water, mountains).
6. Identify direction using north, south, east, and west.
7. Identify how human characteristics of a place such as the ways of earning a living, shelter, clothing, food and activities are based upon geographic location.

1ST GRADE

The student will:

1. Recognize names of continents and oceans.
2. Use globes and flat maps to locate the North and South Pole, Equator, continents, oceans, the United States, Canada, Mexico, and Colorado.
3. Locate Denver, the state of Colorado and United States of America on a map.
4. List community geographic information (i.e., address including city and state, country).
5. Use a compass rose to locate cardinal directions on a map, locate places using the four cardinal directions.
6. Connect legend symbols with real items.
7. Create and use simple maps (e.g., the home, classroom).
8. List some physical and human characteristics of major regions.

2ND GRADE

The student will:

1. Use globes and flat maps to locate the United States, 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 Pole.
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.
9. Describe how weather patterns and seasonal patterns affect activities and settlement patterns.
10. Describe how people depend on the physical environment and natural resources to meet basic needs.
11. Identify the characteristics of different communities, including urban, suburban and rural; and how they affect activities and patterns of settlement.
12. Identify ways in which people have modified the physical environment such as building roads and clearing land for agricultural development.
13. Identify positive and negative consequences of human modification of the physical environment, such as irrigation to improve crop yield.

3RD GRADE

The student will:

1. Identify and use the compass rose, the map grid, and symbols to locate places on a map.
2. Identify the Prime Meridian.
3. Locate the Eastern and Western Hemisphere.
4. Name and locate the continents, oceans, and countries contiguous to the United States of America.
5. Use cardinal and intermediate directions to locate places on a map.

6. Create and interpret maps of places and regions that contain elements including a title, compass rose, legend and/or grid system.
7. Define major land formations (e.g., mountain, hill, river, ocean).
8. Give examples of how land forms and bodies of water affect people and communities. Identify some plants and animals characteristic of geographic regions.
9. Classify regions according to physical and human criteria, such as land forms, climate regions, population regions, and language regions.
10. Use a map to locate the fifty states and Washington, D.C.
11. List examples of renewable and non-renewable resources in geographic regions.
12. Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.

4TH GRADE

The student will:

1. Name and locate 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. Locate on a map important physical feature of the United States such as the Mississippi River, the Rocky Mountains and the Great Lakes.
5. Define latitude and longitude.
6. Locate places on a map and/or globe using longitude and latitude.
7. Recognize various kinds of maps (thematic, political, and physical) and identify parts of each (cardinal directions, intermediate directions, physical features, scale, map key, lines of longitude and latitude, etc.).
8. Construct a map (including map key, scale, compass rose, etc.).
9. List the geographic regions of the United States and analyze reasons for human settlement in each region.
10. Describe the similarities and differences of the geographic regions in the United States. Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
11. Describe the social and economic effects of environmental changes resulting from phenomena such as floods, droughts, and storms.

5TH GRADE

The student will:

1. Define the five themes of geography: location, place, movement, human/environment interaction, regions.
2. Explain and 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 (e.g., Robinson and Mercator projections).

5. Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
6. Discuss American civilization from the Age of Exploration/colonization to the Civil War, particularly *the student will:*
 - a. Explain the geographic effects on culture of indigenous peoples throughout the Americas
 - b. Identify the routes of American exploration
 - c. Use maps to identify the holdings of the major world powers throughout the Americas
 - d. Use maps to track the changing political boundaries
 - e. Locate and map the original thirteen colonies
 - f. Analyze the maps of the major battles of important wars
 - i. the American Revolution
 - ii. the War of 1812
 - iii. the Mexican War
 - iv. the Civil War
 - g. Analyze maps to demonstrate westward expansion (including Indian Reservations)
 - h. Use maps to demonstrate the formation and growth of regions

6TH GRADE

The student will:

1. Identify the various types of map projections and discuss their uses.
2. Explain and 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. Locate civilizations on a map of the world.
5. Describe the physical geography of the Fertile Crescent, Egypt, India, China, Africa, and Greece.

7TH GRADE

The student will:

1. Compare various world regions and countries using data from geographic tools including maps, graphs, charts, databases, and models.
2. Explain ways in which human migration influences the character of places and regions.
3. Construct maps that show the extent of various empires in Europe, Asia, Africa, and the Americas, including the Maya and the Roman Empire.
4. Identify the geographic effects of colonization and Imperialism (Columbian Exchange).
5. Compare ancient political and physical features on current maps of the world (e.g., Persia and modern day Middle East; pre-wall and post-wall China).

8TH GRADE

The student will:

1. Create, use, and/or analyze thematic and historical maps and charts relating to:
 - a. Reconstruction.
 - b. Era of change in the West.
 - c. Factors that influence the location of industries in the United States.
 - d. Involvement of the United States in world affairs (e.g., world trade, diplomacy, alliances, transportation).
 - e. Areas of domination by political parties.
2. Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control a territory.
3. Explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.

STRAND II: ECONOMICS

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PRESCHOOL - THREE AND FOUR YEAR-OLDS

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

The student will:

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

PRE-KINDERGARTEN - FOUR AND FIVE YEAR-OLDS

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 the Earth safe and clean.
5. Use toys, materials, and tools appropriately.
6. Accept responsibility for classroom jobs and assignments.

KINDERGARTEN

The student will:

1. Use some economics terms (e.g., 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.

1ST GRADE

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 (e.g., food, water, coal, oil, trees).
7. Identify some modes of transportation in his/her community.

2ND GRADE

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.
8. Identify how the shortage of resources affects the choices of individuals and communities.

3RD GRADE

The student will:

1. Explain how the price of goods and services in the United States economic system is determined by the principle of supply and demand.
2. Identify and compare the various ways to purchase goods and services (e.g., cash, checks, credit cards, savings accounts, budgets, technology).
3. Discuss the function of banks.
4. Define tax and its purpose.
5. Discuss concepts of incentives (e.g., rewards, consequences).
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.

4TH GRADE

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.

5TH GRADE

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 United States before 1861.

6TH GRADE

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 (e.g., creation of currency, use of money, taxation).

7TH GRADE

The student will:

1. Define and compare major economic systems developed since the fall of the Roman Empire (e.g., Feudalism, Capitalism, Socialism).
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.

8TH GRADE

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 United States of America.
3. Describe the causes and effects of the 1929 stock market crash and the Great Depression.
4. Discuss how the United States mobilized its economic and military resources for wars.
5. Examine the role of the United States in the world market today.
6. Identify and explain the impact of trade barriers on world markets and analyze how supply and demand influence price and profit in a market economy.

STRAND III: CIVICS

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PRESCHOOL - THREE AND FOUR-YEAR OLDS

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 (e.g., standing up for self).

PRE-KINDERGARTEN - FOUR AND FIVE-YEAR OLDS

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. Recite the Pledge of Allegiance.
3. Recognize the importance of rules and laws.
4. State reasons for some rules and laws.
5. Discuss the relationship of actions and consequences.
6. Discuss fire and traffic safety rules.
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.

KINDERGARTEN

The student will:

1. Identify a group as two or more people who join together for a purpose.
2. Identify other symbols of the United States (e.g. Statue of Liberty, Liberty Bell, Bald Eagle).
3. Identify the various communities to which he/she belongs (e.g., family, class, school, parish).
4. Identify the need for rules at home and at school.

5. Explore fire and traffic safety rules.
6. Describe the roles of the authority figures in the community, place of employment, and the church.
7. Display kindness, honesty, and other Christian values.
8. Recite the Pledge of Allegiance.
9. Sing patriotic songs.
10. Identify the President of the United States and the Governor of Colorado.
11. Recognize the flag of Colorado and the United States.
12. Define responsibility.
13. Make responsible choices in the classroom and school community and discuss the consequences of one's choices.
14. List some national holidays (e.g., Memorial Day, Labor Day, Veterans Day, Martin Luther King Holiday, Presidents' Day, Independence Day, Thanksgiving).

1ST GRADE

The student will:

1. Articulate reasons for rules and laws.
2. Identify fire and traffic safety rules.
3. Define privacy.
4. Discuss the ideals of freedom and justice.
5. Identify symbols of American freedom (e.g., flag of the United States, 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 Luther King, George Washington, Abraham Lincoln, Rosa Parks, Thurgood Marshall, the United States Constitution).
8. Identify ways he/she participates to improve the community.

2ND GRADE

The student will:

1. List traditions and contributions of various cultures that shaped the United States.
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. Explore the differences between national, state, and local government.
8. Identify national and local leaders. Explain that people vote to put them in office.

3RD GRADE

The student will:

1. Identify the governance structure of communities (e.g., school, church, city).
2. Identify local government leaders.
3. Define justice.
4. Define compromise and its role in community building.
5. Identify ways citizens contribute to community life.
6. Analyze the important ideas or principles that make a good law (i.e. fair, understandable, achieve a purpose).
7. Identify concept of diversity (e.g., in religion, ethnic origin, age, gender).
8. Compare and contrast citizens and non-citizens.
9. Discuss how a person may become a citizen.

4TH GRADE

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).
5. Understand the words of the Pledge of Allegiance.
6. Identifies opportunities for leadership and public service in the classroom, community, state, nation.
7. Identify community concerns and discuss ways he/she can help.

5TH GRADE

The student will:

1. Explain the major points of the founding documents (i.e., Declaration of Independence, Constitution, Articles of Confederation)
 - a. individual rights
 - b. secession
 - c. states' rights versus federal rights
 - d. concept of common good
2. Evaluate the impact of political figures on the development of America.
3. Explain the basic structure of the United States government.
4. Define compromise. Examine situations where it has had an impact on the history of the United States.
5. Explain the process of making, amending, passing, and implementing laws.
6. Identify civic virtues (e.g. civility, cooperation, respect, participation) and how they contribute to society.

6TH GRADE

The student will:

1. Identify the government systems developed in the past (e.g., monarchy, republic).
2. Compare how various political systems define rights, responsibilities and roles of citizens.
3. Identify important government leaders in ancient civilizations.
4. Explain the development of early civilization on modern law and civics.
5. Describe the characteristics of a citizen in different cultural social divisions.
6. Identify social justice issues (such as slavery, diversity, suppression of beliefs, economic repression, unequal living conditions) in ancient times.

7TH GRADE

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 historical periods studied.

8TH GRADE

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 the history of the United States.
5. Analyze the place of law in a constitutional system.
6. Examine ways in which citizens may effectively voice opinions in civil dialogue.

STRAND IV: HISTORY

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PRESCHOOL - THREE AND FOUR-YEAR OLDS

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 the calendar (e.g., 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.

PRE-KINDERGARTEN - FOUR AND FIVE-YEAR OLDS

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 the calendar (e.g., 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.

KINDERGARTEN

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. Place events in chronological order.
3. Define yesterday as the past, today as the present, and tomorrow as the future.
4. Explain the purpose of historical celebrations in the United States, cultural roots, and the people associated with them.
5. Identify customs associated with national patriotic holidays (e.g., parades, fireworks).

1ST GRADE

The student will:

1. Discuss the cultural diversity and history of the community.
2. Distinguish among past, present and future.
3. Create a simple timeline and calendar.
4. Describe and measure time by days, weeks, months, and years.
5. Compare the observance of national holidays past and present through different generations.
6. Identify and explain the significance of various community, state, and national landmarks such as monuments and buildings.
7. Tell the story of the Pilgrims, Native Americans, and Pioneers.

2ND GRADE

The student will:

1. Identify characteristics and features of a community and describe how people and events have influenced local community history.
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.
6. Create and interpret timelines for events past and present.
7. Identify sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources.
8. Identify primary sources such as photographs and journals as sources of information about the past.

3RD GRADE

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 the 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 (e.g., transportation and communication).
9. Apply the terms year, decade, and century to describe historical times.

4TH GRADE**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 timeline showing the major events in Colorado history.
3. Describe life of the early peoples and the pioneers of Colorado.
4. Connect famous people with events on the timeline.
5. Describe how the events in Colorado affected the history of the United States.
6. 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 United States.
2. Explain and map famous landmarks.
3. Explain why various groups migrated to different parts of the United States.

5TH GRADE

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. Identify the 13 original colonies and the reason for the establishment.
4. Identify famous people, places, and philosophies associated with events in this era.
5. Analyze the development of regions in America.
6. Reconstruct the chronology of the events leading to the outbreak of the American Revolution.
7. Describe the impact of the Revolution and the reasons for the American victory.
8. Analyze the formation of the United States government using historical and founding documents and philosophies, including the Enlightenment.
9. Explain the impact of territorial growth on the expansion of the United States and how it affected relations with external powers and indigenous peoples.
10. Identify and analyze the causes and effects of:
 - a. the French and Indian War
 - b. the War of 1812
 - c. the Mexican War
 - d. the Civil War
11. Identify famous people, places, and philosophies associated with events in the above era.

6TH GRADE

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 and fell.
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 (e.g., Judaism, Hinduism, Buddhism, Taoism, Confucianism, Christianity, mythology, Greek philosophers).
7. Describe the contributions of past civilizations to the modern world.
8. Construct an accurate timeline of early civilization.

7TH GRADE

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 (e.g., in India, China, Japan, Africa; the Aztec, Inca, Maya).
4. Summarize the causes and consequences of European philosophies (e.g., Imperialism, nationalism).
5. Describe the interrelations among the peoples of the world.

8TH GRADE

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 the history of the United States 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 the eras studied.

STRAND V: SOCIAL, CULTURAL, RELIGIOUS, WORLD PERSPECTIVES

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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.

PRESCHOOL - THREE AND FOUR YEAR-OLDS

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. Explore similarities and differences between cultures (e.g., customs, traditions, homes, jobs, food, dress).

PRE-KINDERGARTEN - FOUR AND FIVE YEAR-OLDS

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. Explore similarities and differences between cultures (e.g., customs, traditions, homes, jobs, food, dress).
5. Explore various cultures through dance, music, and stories, using various media.

KINDERGARTEN

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.
4. Identify his/her family values (e.g., meals together, birthday celebrations).
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.

1ST GRADE

The student will:

1. Connect love of God with serving others.
2. Explain that we show God's love when we treat others kindly.
3. Demonstrate a welcoming of all people to the family of God.
4. Recognize and appreciate each persons' natural gifts from God.
5. Describe the ethnic traditions in a variety of cultures (e.g., Cinco de Mayo, Hanukkah, St. Patrick's Day, Chinese New Year).

2ND GRADE

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. Recognize that different ethnic communities have shared Catholic values and traditions.

3RD GRADE

The student will:

1. Gather and report current events.
2. Discuss that Christians are called to do the right thing when faced with difficult choices.
3. List traditions and contributions of various cultures within the United States.

4TH GRADE

The student will:

1. Give examples of how different cultures have contributed to the development of the regions of the United States and Colorado.
2. Give examples of current issues of concern to the United States and Colorado.
3. Relate stewardship of natural resources to love of God.
4. Identify the role of the Catholic Church in Colorado history (e.g., Mother Cabrini's orphanage, hospitals, Catholic education).

5TH GRADE

The student will:

1. Gather, report, and analyze current events.
2. Examine social justice issues in relations to current events and history.
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. Use music, art, and literature to interpret historical events.

6TH GRADE

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. Identify the forms and functions of art, architecture, and literature in different civilizations.
5. Describe the structure of the family and society in civilizations.
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.

7TH GRADE

The student will:

1. Gather, report, and analyze current events, including political cartoons.
2. Examine the role of the Catholic Church in the Medieval world.
3. Examine the spread and influence of religions, particularly Christianity, and explore their impact on society.
4. Discuss the major ideas of the Renaissance and the Enlightenment and their impact on the world.
5. Discuss the rise and spread of Christianity and its effects on Western civilization.
6. Examine social justice issues in relation to current events and history.
7. Use music, art, and literature to interpret historical events.
8. Describe the causes and effects of aggressive territorial expansion.
9. Describe the causes and effects of individual human rights violations.
10. Recognize God's law of love in our relationships with other cultures.

8TH GRADE

The student will:

1. Gather, report, and analyze current events, including political cartoons.
2. Describe the effects of United States 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 United States Foreign Policy.
9. Explain and defend that human dignity comes from being created by God in the image and likeness of God.