



# **Social Studies Curriculum Framework**

# **Social Studies Curriculum Framework**

## Archdiocese of Louisville

According to the Board of Directors of the National Council for the Social Studies:

*Social studies is the integrated study of the social sciences and humanities designed to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as economics, geography, history, civics, government, psychology, religion, and sociology. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

-Adapted from the *Curriculum Standards for Social Studies 'Expectations of Excellence'*

The ten thematic strands in social studies are:

- Culture and Cultural Diversity
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

The five organizers of the Social Studies Content Guidelines and Performance Standards are Democratic and Political Systems, Social Systems and Cultural Diversity, Economic Systems, Geography, and Historical Perspective. The ten thematic strands from the national standards are embedded in the five content guideline organizers. Social studies is an important component of a comprehensive curriculum and should be integrated across the curriculum for in-depth and meaningful learning for all students.

To order a copy of the national standards or for more information and resources, contact the National Council for the Social Studies, P.O. Box 2067, Waldorf, MD 20604, 1-800-683-0812.

<b>Content Guidelines: Democratic Principles and Political Systems</b>			
<b>Academic Expectations</b>	<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>Academic Expectation 2.67</b> Students critique societal structures in the light of Catholic social justice principles.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God’s love.</p> <p><b>Academic Expectation 7.6</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p><b>Academic Expectation 7.10</b> Students apply Catholic social justice principles in social and personal situations.</p> <p><b>National Standards:</b> 4, 5, 6, 10</p>	<ul style="list-style-type: none"> <li>• U.S. flag and Pledge of Allegiance as symbols of the U.S.</li> <li>• Authority figures in home, school, and community settings</li> <li>• Democratic principles through decision-making</li> <li>• Rules to live by within the home, school, and community</li> <li>• Recognition of and respect for another person, their work, and their space</li> </ul>	<ul style="list-style-type: none"> <li>• National symbols and patriotism</li> <li>• Authority figures - family, school, and community</li> <li>• Expected behaviors in various social settings</li> <li>• Introduction of a democratic government</li> <li>• Rights, responsibilities, and roles of citizens</li> <li>• Rules and the consequences for violating them</li> <li>• Recognition of and respect for others</li> <li>• Responsibility of voting (e.g., every vote counts)</li> </ul>	<ul style="list-style-type: none"> <li>• National symbols and patriotism</li> <li>• Leaders in a community</li> <li>• Responsible actions of citizens</li> <li>• Democracy</li> <li>• Differences between rules and laws</li> <li>• Copyright issues</li> <li>• Local and federal government</li> <li>• Voting</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an awareness of basic U.S. symbols</li> <li>• recite the Pledge of Allegiance</li> <li>• recognize and accept authority figures</li> <li>• apply appropriate decisions to home, school, and community</li> <li>• recognize the need for rules and respect for self and others</li> <li>• demonstrate methods of following rules and displaying respect</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify U.S. symbols that represent American democracy and values</li> <li>• explain reasons for rules</li> <li>• practice examples of democracy in action</li> <li>• practice expected behaviors in various social settings</li> <li>• compare city, county, and state governments</li> <li>• recognize and accept authority figures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate the significance of U.S. symbols</li> <li>• differentiate between rules and laws</li> <li>• identify roles people have in various groups</li> <li>• analyze basic levels of local and federal governments</li> <li>• examine copyright issues in relation to beginning research</li> </ul>
<b>Teacher’s Notes</b>			

**Content Guidelines: Social Systems and Cultural Diversity**

Academic Expectations	Kindergarten	Grade One	Grade Two
<p><b>Academic Expectation 2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p><b>Academic Expectation 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p>	<ul style="list-style-type: none"> <li>• Awareness of self and others within family, school, and community groups</li> <li>• Similarities and differences in people and places</li> <li>• Sharing and cooperation</li> <li>• Traditions and celebrations throughout the world</li> <li>• Ways to communicate among groups within home, school, and community</li> <li>• Relationships among groups within home, school, and community</li> <li>• Basic personal information (e.g., address, phone number, birth date, first and last name)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of personal experiences (e.g., storytelling)</li> <li>• Similarities and differences in groups (e.g., families, clubs, sports teams, communities)</li> <li>• Cultural differences in families around the world</li> <li>• Relationships between family members</li> <li>• Holidays and traditions (e.g., identification, description, celebration)</li> <li>• Conflict resolution in communities</li> <li>• Growth and change in communities</li> </ul>	<ul style="list-style-type: none"> <li>• Personal heritage and ancestry</li> <li>• Family traditions</li> <li>• Community needs</li> <li>• Various social, ethnic, and cultural groups within a community and their viewpoints</li> <li>• Social interactions</li> <li>• Current events (e.g., reflection of the past/impact on the future)</li> </ul>
<b>Performance Standards</b>			
<p><b>Academic Expectation 2.66</b> Students engage in service to the community in response to the Gospel call.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 7.6</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p><b>Academic Expectation 7.10</b> Students apply Catholic social justice principles in social and personal situations.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an awareness of self and others through exposure to different cultures</li> <li>• utilize communication skills</li> <li>• apply acceptable social skills through respectful relationships</li> <li>• recite personal information</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize that diverse groups celebrate their heritage and culture in a variety of ways</li> <li>• explain how families, groups, and communities work together to achieve common goals</li> <li>• demonstrate problem solving skills</li> <li>• demonstrate an understanding of social, ethnic, and cultural groups within a community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of personal and cultural heritage and traditions</li> <li>• recognize the social, ethnic, and cultural groups within a community</li> <li>• explain ways social communities work together</li> </ul>
<p><b>Teacher's Notes</b></p>			
<p><b>National Standards:</b> 1, 3, 4, 5, 9, 10</p>			

**Content Guidelines: Economic Systems**

<b>Academic Expectations</b>	<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>
<p><b>Academic Expectation 2.18</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>Academic Expectation 2.60</b> Students exercise responsible stewardship toward all creation.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God’s love.</p> <p><b>Academic Expectation 7.6</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p><b>National Standards:</b> 1, 2, 3, 7 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Identification of wants and needs</li> <li>• Conservation of economic (natural and manufactured) resources</li> <li>• Types of work at home, school, and community</li> <li>• Careers within the home, school, and community</li> <li>• Money as a means of exchange</li> <li>• Forms of transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Types of work at home, school, and in the community</li> <li>• Role of community helpers</li> <li>• Wants and needs - self, family, school, and community</li> <li>• Transportation of goods and services</li> <li>• Money as a means of exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between work and earnings</li> <li>• Goods and services</li> <li>• Economic systems</li> <li>• Land use and natural resources</li> <li>• Past and present products</li> <li>• Imports and exports</li> <li>• Wants and needs - self, family, school, community</li> <li>• Transportation</li> </ul>
<b>Performance Standards</b>			
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast wants and needs</li> <li>• demonstrate an awareness of fundamental economic concepts</li> <li>• relate responsibilities at home and school to careers</li> <li>• categorize forms of transportation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast wants and needs</li> <li>• identify responsibilities of community helpers</li> <li>• identify and compare buyers and sellers of goods and services</li> <li>• explain how goods get from place to place</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of goods and how they are produced, distributed, and consumed</li> <li>• identify natural resources</li> <li>• explain the relationship between work and earnings</li> <li>• compare and contrast wants and needs of various systems</li> <li>• identify different types of transportation</li> </ul>
<p><b>Teacher’s Notes</b></p>			

<b>Content Guidelines: Geography</b>			
<b>Academic Expectations</b>	<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.60</b> Students exercise responsible stewardship toward all creation.</p> <p><b>Academic Expectation 2.66</b> Students engage in service to the community in response to the Gospel call.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God's love.</p> <p><b>National Standards:</b> 1, 2, 3, 7, 8, 9</p>	<ul style="list-style-type: none"> <li>• Position vocabulary for location descriptions within the home, school, and community</li> <li>• Description of specific surroundings within the home, school, and community</li> <li>• Maps and globes</li> <li>• Seasonal characteristics and changes</li> <li>• Types of weather</li> <li>• Natural resources</li> <li>• Various conservation and recycling techniques within the home, school, and community</li> <li>• Bodies of water and landforms</li> </ul>	<ul style="list-style-type: none"> <li>• Directions and location</li> <li>• Map and globe skills</li> <li>• Weather, seasons, and climate and how they affect daily activities</li> <li>• Natural resources and simple conservation techniques</li> <li>• Physical features – landforms, bodies of water, and vegetation</li> <li>• Current events</li> </ul>	<ul style="list-style-type: none"> <li>• Simple charts and graphs</li> <li>• Map and globe skills</li> <li>• Simple map symbols and legends</li> <li>• North and South Poles, the equator, the continents, and the oceans</li> <li>• Place locations within local community</li> <li>• Weather and climate</li> <li>• Conservation and ecology</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use positional vocabulary to describe locations and places</li> <li>• identify characteristics and changes of seasons</li> <li>• identify examples of natural resources</li> <li>• model conservation techniques</li> <li>• model recycling techniques</li> <li>• identify maps and globes</li> <li>• identify types of weather</li> <li>• identify types of bodies of water</li> <li>• compare and contrast bodies of water</li> <li>• recognize characteristics of city, state, country, and continent</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate basic map and globe skills</li> <li>• construct a simple map that includes a compass rose, symbols, and key/legend</li> <li>• compare resources that are renewable, recyclable, and non-renewable</li> <li>• relate geographic concepts to current events</li> <li>• examine ways (e.g., clothing, housing, crops) people adapt to their environment</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate basic geographic skills</li> <li>• examine the impact of conservation/ecology</li> <li>• explain climatic adaptations</li> <li>• identify and explain a compass rose</li> </ul>
<b>Teacher's Notes</b>			

<b>Content Guidelines: Historical Perspective</b>			
<b>Academic Expectations</b>	<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>
<p><b>Academic Expectation 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Academic Expectation 2.54</b> Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p><b>Academic Expectation 2.55</b> Students illustrate a basic understanding of the history of the Church.</p>	<ul style="list-style-type: none"> <li>• Personal and family events in the past, present, and future</li> <li>• Local, national, and global events in the past, present, and future</li> <li>• Sequence of past, present, and future events</li> <li>• Personal and family changes over time</li> <li>• Contributions of all people</li> <li>• Local, national, and global leaders in the past, present, future</li> <li>• Discrimination between fact and opinion during events</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics and changes in families, schools and communities</li> <li>• Life events in chronological order on a timeline</li> <li>• Past events, legends, and historical evidence</li> <li>• Changes of ideas and culture over time</li> <li>• Basic needs for food, clothing, and shelter of past and present families</li> <li>• Historical figures (e.g., George Washington, Abraham Lincoln)</li> </ul>	<ul style="list-style-type: none"> <li>• Past, present and future in relation to life experiences in communities</li> <li>• Community history on a timeline</li> <li>• Pictorial history</li> <li>• Changes over time</li> <li>• Historical figures and populations</li> <li>• Historical evidence (e.g., photos, artifacts, primary and secondary sources)</li> </ul>
	<b>Performance Standards</b>		
<p><b>National Standards:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• distinguish between past and present family and personal events</li> <li>• identify and describe changes over time</li> <li>• sequence events</li> <li>• demonstrate calendar skills</li> <li>• recognize the contributions that people make to home, school, and community</li> <li>• identify major leaders and their roles</li> <li>• listen to accounts of historical figures and events and summarize facts</li> <li>• recognize statements of fact and opinion about events</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret primary sources (e.g., photos, artifacts, maps) to compare and contrast events and people from the past</li> <li>• retell stories to describe past events, people, and places</li> <li>• demonstrate calendar skills</li> <li>• evaluate the impact of change over time</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• distinguish between the needs of people in the past, present, and future</li> <li>• listen and record information</li> <li>• identify historical figures</li> <li>• illustrate cause and effect relationships in community events, past and present</li> <li>• evaluate impact of change over time</li> </ul>
<b>Teacher's Notes</b>			

Essential Understandings	Guided Questions
<b>2.14, 2.15, 2.67, and 7.10</b> <ul style="list-style-type: none"> <li>Rules establish order.</li> </ul>	<ul style="list-style-type: none"> <li>Why do groups and communities have rules?</li> <li>How are rules established and changed?</li> </ul>
<b>2.14 and 2.15</b> <ul style="list-style-type: none"> <li>Patriotic symbols remind us of our American heritage.</li> </ul>	<ul style="list-style-type: none"> <li>What is the significance of American symbols?</li> </ul>
<b>2.14, 2.15, 2.60, 2.66, 2.67, 7.1, and 7.6</b> <ul style="list-style-type: none"> <li>With each right comes a responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>What are the rights and responsibilities of individuals in groups?</li> <li>What are ways to show respect?</li> </ul>
<b>2.14, 2.15, 7.6, and 7.10</b> <ul style="list-style-type: none"> <li>The democratic process involves active participation of all individuals.</li> </ul>	<ul style="list-style-type: none"> <li>What is a democracy?</li> <li>How do individuals participate in the democratic process?</li> <li>How is the democratic process used in the classroom to make decisions?</li> </ul>
<b>2.19, 2.60, and 7.1</b> <ul style="list-style-type: none"> <li>Natural environments provide for human needs and activities.</li> </ul>	<ul style="list-style-type: none"> <li>How do people use the resources in their environment wisely?</li> <li>What is conservation and why is it important?</li> </ul>
<b>2.16, 2.17, 2.20, 2.41, and 7.10</b> <ul style="list-style-type: none"> <li>People adapt to, resist, or participate in change.</li> </ul>	<ul style="list-style-type: none"> <li>How do people cope with change and stress in their lives?</li> <li>How can change be a positive factor in our lives?</li> <li>How do people initiate change?</li> <li>How do communities work together?</li> </ul>
<b>2.16, 2.20, 2.54, and 2.55</b> <ul style="list-style-type: none"> <li>Family units form the basis of all communities.</li> </ul>	<ul style="list-style-type: none"> <li>How are different types of family units organized?</li> <li>What are family traditions?</li> <li>How are roles and responsibilities similar and different in various families and communities?</li> </ul>
<b>2.17, 2.20, 2.41, 4.5, and 7.10</b> <ul style="list-style-type: none"> <li>Different languages and cultures define different communities.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a community?</li> <li>How are language and culture expressed within our families and communities?</li> <li>How do traditions influence communities?</li> <li>How does our heritage determine our traditions?</li> </ul>
<b>2.16, 2.17, 2.19, 2.41, 2.60, 2.66, 2.67, 7.1, 7.6, and 7.10</b> <ul style="list-style-type: none"> <li>People cooperate with and depend on one another.</li> </ul>	<ul style="list-style-type: none"> <li>How do individuals cooperate within groups?</li> <li>How do individuals within families and communities depend on one another?</li> <li>Why is cooperation important to the functioning of families, classrooms, and other groups?</li> <li>How can people work together to care for resources and environments in the community?</li> </ul>



Essential Understandings	Guided Questions
<p><b>2.16, 2.20, 2.54, 2.55, and 7.6</b></p> <ul style="list-style-type: none"> <li>• People learn and express ideas in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• What are different ways people learn?</li> <li>• How do individuals express themselves?</li> <li>• How do individual expression and contribution impact the community?</li> <li>• Why is problem solving important?</li> <li>• What are different ways of solving everyday problems?</li> </ul>
<p><b>2.20</b></p> <ul style="list-style-type: none"> <li>• We learn about ourselves and our heritage through the study of others.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the significance of historical figures?</li> <li>• Why do we study about people from the past and present?</li> </ul>
<p><b>2.16, 2.17, 2.20, 2.41, 2.66, and 7.6</b></p> <ul style="list-style-type: none"> <li>• Families relate to other systems in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• What are examples of systems that show parts working together to create a whole?</li> <li>• How is the family a system?</li> <li>• How is the community a system?</li> <li>• How do communities meet individual and group needs?</li> <li>• How do transportation and communication link families and communities?</li> </ul>
<p><b>2.18, 2.60, and 7.10</b></p> <ul style="list-style-type: none"> <li>• People use resources, goods, and services to meet wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between wants and needs?</li> <li>• How are goods and services related to wants and needs?</li> <li>• How do people obtain goods and services in our community?</li> <li>• What resources are used in producing various goods and services?</li> <li>• What are the roles of specific community helpers and why are they important?</li> </ul>
<p><b>2.19 and 2.41</b></p> <ul style="list-style-type: none"> <li>• Natural and manufactured environments characterize places.</li> </ul>	<ul style="list-style-type: none"> <li>• What are some human and physical characteristics of places in our community?</li> <li>• What do maps and pictures tell us?</li> <li>• Why are places important to us?</li> <li>• How does the location of one place relate to another?</li> <li>• How does geographical location impact people?</li> <li>• What is the purpose of a compass rose?</li> <li>• Why do we use maps and globes?</li> </ul>
<p><b>2.19, 2.20, 2.54, and 2.55</b></p> <ul style="list-style-type: none"> <li>• Change affects people and physical environments.</li> </ul>	<ul style="list-style-type: none"> <li>• What are significant events and stages in our lives?</li> <li>• How do families change over time?</li> <li>• How has our environment changed over time?</li> <li>• How do changes in the environment affect our lives?</li> <li>• How do weather, seasons, and climates affect our lives?</li> </ul>
<p><b>2.19, 2.60, 2.66, 7.1, 7.6, and 7.10</b></p> <ul style="list-style-type: none"> <li>• People have interdependent relationships with their environments.</li> </ul>	<ul style="list-style-type: none"> <li>• How do people relate to and influence their environment?</li> <li>• How do we care for our environment?</li> <li>• Why is it important to care for places in our community?</li> </ul>

<b>Essential Processes and Skills</b>			
<b>Thinking and Learning</b>	<b>Communicating</b>	<b>Collaborating</b>	<b>Applying and Producing</b>
<p><b>Investigate historical and current issues</b></p> <ul style="list-style-type: none"> <li>Identify what is known and unknown about an issue/topic</li> <li>Identify problems, patterns, and changes</li> <li>Formulate and ask questions that lead to new learning</li> </ul> <p><b>Collect and organize information</b></p> <ul style="list-style-type: none"> <li>Access information using printed materials, maps, models, visuals, and technology</li> <li>Use primary and secondary sources</li> <li>Conduct interviews</li> <li>Make observations</li> <li>Record information and data in usable forms</li> </ul> <p><b>Process and apply information</b></p> <ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Sort and classify</li> <li>Interpret and create tables, graphs, timelines, maps, and graphic organizers</li> <li>Identify and clarify assumptions</li> <li>Form generalizations</li> <li>Explore solutions</li> <li>Predict consequences</li> <li>Identify cause and effect relationships</li> <li>Draw inferences from factual material</li> <li>Use strategies to make decisions</li> </ul>	<p><b>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</b></p> <ul style="list-style-type: none"> <li>Develop and use related vocabulary</li> <li>Develop listening skills</li> <li>Follow directions</li> <li>Present to a variety of audiences</li> <li>Support ideas with facts</li> <li>Communicate own point of view</li> <li>Use strategies and technologies appropriate to audience</li> <li>Support oral and written presentations with visual components</li> </ul>	<p><b>Work in teams in a variety of roles</b></p> <ul style="list-style-type: none"> <li>Develop and use skills to lead, follow and perform various tasks in teams</li> <li>Contribute ideas in groups</li> <li>Set and work toward group goals</li> </ul> <p><b>Interact effectively with others</b></p> <ul style="list-style-type: none"> <li>Demonstrate responsibility when working in a group</li> <li>Give and respond to feedback in a constructive manner</li> <li>Cooperate with people from different backgrounds, genders, and abilities</li> <li>Use strategies to manage conflict and stress</li> </ul>	<p><b>Create quality products to communicate</b></p> <ul style="list-style-type: none"> <li>Help to set standards for quality work</li> <li>Set timelines for completing work</li> <li>Use tools and equipment appropriately and safely</li> </ul> <p><b>Develop and apply skills</b></p> <ul style="list-style-type: none"> <li>Identify careers in the community</li> <li>Make connections between school work and the work of people in the community</li> </ul> <p><b>Apply citizenship skills</b></p> <ul style="list-style-type: none"> <li>Participate in making rules and guidelines for group experiences</li> </ul>

### Suggested Topics of Study

<ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Families</li> <li>• Friendships</li> <li>• Learning Together</li> <li>• Holidays</li> <li>• Home, School, and Community</li> <li>• The Environment</li> <li>• Patriotism</li> <li>• Manners and Social Skills</li> <li>• Places Around the World</li> </ul>	<ul style="list-style-type: none"> <li>• Families: Past and Present</li> <li>• Community Helpers</li> <li>• Leaders: Historical and Present Day</li> <li>• Places Where People Live</li> <li>• Families Around the World</li> <li>• Conservation of Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Living and Working in Groups</li> <li>• Leaders, Rules, and Laws</li> <li>• Native Americans</li> <li>• Settlers and Pioneers</li> <li>• Natural Resources and Conservation</li> <li>• Family Trees</li> <li>• Family Traditions, Celebrations, and Ancestry</li> </ul>
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### Suggested Technology/Library Media

<ul style="list-style-type: none"> <li>• Videotaped student performances</li> <li>• Drawing programs for illustrations (e.g., maps, communities, house)</li> <li>• Word processing ( e.g., writing stories, compare/contrast, newsletters, letter writing, cartoons, pictures, PowerPoint, photographs, artwork)</li> <li>• Variety of print materials (e.g., picture books, nonfiction/fiction)</li> <li>• Multimedia presentations</li> <li>• Software, videos, video clips</li> <li>• Interactive white board</li> <li>• Question/response system</li> <li>• Web-quests</li> <li>• Appropriate web sites</li> </ul>
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### Examples of Assessments

<ul style="list-style-type: none"> <li>Pre- and post-assessments</li> <li>Rubrics</li> <li>Portfolio entries</li> <li>Writing pieces – expository, persuasive, informative, and descriptive</li> <li>Self and peer evaluations</li> <li>Graphic organizers</li> <li>Anecdotal observation checklists</li> <li>Written presentations</li> <li>Illustrations</li> <li>Cartoons</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative group projects</li> <li>Interviews</li> <li>Formative practice</li> <li>Oral presentations</li> <li>Performance presentations/experiments</li> <li>Drama or role play</li> <li>Constructions (models)</li> <li>Musical presentations</li> <li>Participation in community programs</li> </ul>
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**Archdiocese of Louisville  
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<b>Content Guidelines: Democratic Principles and Political Systems</b>			
<b>Academic Expectations</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 2.67</b> Students critique societal structures in the light of Catholic social justice principles.</p> <p><b>National Standards:</b> 1, 2, 3, 4, 5, 6, 9, 10</p>	<ul style="list-style-type: none"> <li>• Democratic behavior and processes</li> <li>• Ethics, rights, and responsibilities of citizens</li> <li>• Purpose for government and laws</li> <li>• Government services</li> <li>• National symbols and patriotism</li> <li>• The roles of government leaders and citizens in solving problems</li> <li>• Organization of government - local, state, and national</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules and democratic behavior</li> <li>• Ethics, rights, and responsibilities of citizens</li> <li>• Key concepts of democratic government: liberty, justice and equality</li> <li>• Structures and functions of levels of government</li> <li>• Local, state, and national election processes</li> <li>• State government of Kentucky</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic ideas and ideals</li> <li>• Ethics, rights, and responsibilities of citizens</li> <li>• Importance of laws</li> <li>• Impact of historical documents (e.g., Constitution of U.S.)</li> <li>• Voting and electoral process</li> <li>• Roles of leaders/responsibilities of leadership</li> <li>• Structures/functions of national, state, and local governments</li> <li>• Current events (e.g., reflection of the past/impact on the future)</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain basic purposes of government, government services, and organizations of government</li> <li>• demonstrate an understanding and application of rights and responsibilities of citizens in a democracy</li> <li>• compare/contrast the roles of government leaders and citizens in solving community problems</li> <li>• identify national symbols and relate significance to American life</li> <li>• cite sources used in research and reports</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain the three levels of government and their election processes</li> <li>• identify the branches of government at each level and recognize the offices associated with the branches</li> <li>• identify the ethics, rights, and responsibilities of individuals in government and civic affairs</li> <li>• demonstrate knowledge of the structure and functions of state and federal governments and explain how they serve the needs of citizens</li> <li>• cite sources used in research and reports</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain the basic purpose and design of democratic governments including the establishment of order, security, and the attainment of common goals</li> <li>• recognize that the Constitution of the U.S. establishes a government in which powers are shared among different levels and branches</li> <li>• discuss the rights and responsibilities of citizens in real-life situations</li> <li>• apply knowledge of past events to current and future events</li> <li>• cite sources used in research and reports</li> </ul>
<b>Teacher's Notes</b>			

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<b>Content Guidelines: Social Systems and Cultural Diversity</b>			
<b>Academic Expectations</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<p><b>Academic Expectation 2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p><b>Academic Expectation 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 2.66</b> Students engage in service to the community in response to the gospel call.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>Academic Expectation 7.10</b> Students apply Catholic social justice principles in social and personal situations.</p> <p><b>National Standards:</b> 1, 2, 3, 4, 5, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Community life with emphasis on the local community</li> <li>• Similarities and differences of communities</li> <li>• Belief systems</li> <li>• U.S. role in a global society</li> <li>• Various ways basic needs are met within diverse cultures</li> <li>• Influences of language, stories, folk tales, music and art</li> <li>• Ways diverse organizations and institutions interact</li> </ul>	<ul style="list-style-type: none"> <li>• Effective membership in a community</li> <li>• Diverse responses to issues (e.g., religious, educational, social)</li> <li>• Culture, traditions, and customs</li> <li>• Groups and services working to meet the needs of citizens</li> <li>• Influence of groups and social issues on the history of Kentucky</li> <li>• Conflict, cooperation, and interdependence among individuals and groups</li> <li>• U.S. role in a global society</li> <li>• Prejudice, discrimination, and stereotyping</li> <li>• Current events (e.g., reflection of the past/impact on the future)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective membership in a community</li> <li>• Language, religion, and customs from generation to generation</li> <li>• The role of education in society</li> <li>• Roots of a multicultural society (e.g., immigration, traditions, customs, culture)</li> <li>• U.S. role in a global society</li> <li>• Effects of prejudice and stereotyping upon individuals and society</li> <li>• Influences affecting American society</li> <li>• National and international conflicts in society</li> </ul>
<b>Performance Standards</b>			
<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify language, music, art, dress, food, literature, and folktales as elements of culture</li> <li>• demonstrate how diverse groups celebrate heritage and culture in a variety of ways</li> <li>• compare and contrast differences in communities and their belief systems</li> <li>• describe the roles individuals have in various groups</li> <li>• examine how human needs are met through social groups and institutions</li> <li>• demonstrate an understanding of important aspects of the local community (e.g., town, city, county)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain how society in Kentucky and regions of the U.S. respond to human needs and influence behavior</li> <li>• analyze how tensions and conflict can develop between and among individuals and groups</li> <li>• examine and explain problems created by prejudice and discrimination</li> <li>• identify similarities and differences in the ways groups and cultures within Kentucky and regions of the U.S. address similar needs and concerns</li> <li>• give examples of the culture, traditions, and customs of Kentucky</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze how culture in the U.S. has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups</li> <li>• compare and contrast social institutions and their impact on the history of the U.S.</li> <li>• analyze conflicts among diverse groups in the history of the U.S. and the world</li> <li>• identify effects of prejudice and stereotyping upon individuals and society</li> </ul>	
<b>Teacher's Notes</b>			

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<b>Content Guidelines: Economic Systems</b>			
<b>Academic Expectations</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<p><b>Academic Expectation 2.18</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God's love.</p> <p><b>Academic Expectation 7.6</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p><b>National Standards:</b> 2, 3, 4, 5, 7, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Contributions of diverse workers</li> <li>• Job skills</li> <li>• Production and distribution (e.g., agriculture, industry, transportation)</li> <li>• Economic concepts (e.g., goods and services, production and distribution, supply and demand)</li> <li>• Interdependence of rural and urban communities</li> <li>• Interdependence of goods and services - locally and worldwide</li> <li>• Community problems and solutions affecting economy</li> <li>• Basic needs and the economy</li> <li>• Role of money in everyday life</li> <li>• Innovations and technology</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources and production of goods in Kentucky</li> <li>• Interdependence of Kentucky with other states and regions of the U.S.</li> <li>• Economic terms and concepts</li> <li>• Formation and support of economic systems in Kentucky and regions of the U.S.</li> <li>• Impact of economic factors such as supply and demand within a state or region</li> <li>• Budgeting and individual economic decisions</li> <li>• Economic decisions influenced by sales and ads</li> <li>• Impact of new ideas, products and technology on environment/people</li> </ul>	<ul style="list-style-type: none"> <li>• Ways people make a living (e.g., farming, industry, business)</li> <li>• Wants and needs affecting goods and services</li> <li>• Relationships between lifestyles and economy</li> <li>• Relationship of natural resources to economic prosperity</li> <li>• Technology and innovations in the workplace</li> <li>• Structure and functions of capitalism as used in the U.S.</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast types of jobs, goods, and services produced in different communities</li> <li>• identify fundamental economic concepts and the interdependence of communities</li> <li>• analyze economic principles used in the decision-making process in order to make informed decisions</li> <li>• illustrate relationships among work, wages, purchasing power, and lifestyles</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use economic concepts appropriately to explain conditions or events in Kentucky history and regions of the U.S.</li> <li>• explain the impact of economic factors on personal economic decisions</li> <li>• identify natural resources, goods, and services of Kentucky and regions of the U.S.</li> <li>• explain interdependence of Kentucky with regions of the U.S. and the world</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain the impact of economic factors on decisions made by individuals, businesses, and governments in the U.S.</li> <li>• explain the basic components of the economic system of the U.S., especially capitalism</li> <li>• trace changes over time in the economic system of the U.S.</li> <li>• evaluate the relationship of natural resources to economic prosperity</li> </ul>
<b>Teacher's Notes</b>			

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<b>Content Guidelines: Geography</b>			
<b>Academic Expectations</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God's love.</p>	<ul style="list-style-type: none"> <li>• Physical features of the earth (e.g., landforms, bodies of water)</li> <li>• Importance of geography and climate to the development of communities</li> <li>• Urban, suburban, and rural communities</li> <li>• Local and global communities - similarities and differences</li> <li>• Natural resources</li> <li>• Importance of geography and climate on lifestyles</li> <li>• Maps and globes for physical features and political divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of geographic setting/environment on people in Kentucky and regions of the U.S.</li> <li>• Environmental issues</li> <li>• Human impact upon environmental issues</li> <li>• Preservation and conservation</li> <li>• Relationship between geography and history</li> <li>• Globes, maps, flow charts, and graphic organizers</li> <li>• Latitude, longitude, and scale</li> <li>• U.S. regions: physical features, population, and geographic spatial patterns</li> <li>• Natural resources and features of the U.S.</li> <li>• Climate, seasons, and time zones</li> <li>• Development of cities and states</li> <li>• States and capitals of the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical features, landforms, and bodies of water</li> <li>• Development of cities and states</li> <li>• Location of cities and relationship to growth</li> <li>• Factors that affect location of settlements</li> <li>• Environmental issues that influence people, products, and trade</li> <li>• Natural resources</li> <li>• Climate and time zones</li> <li>• Latitude, longitude, and scale</li> <li>• Maps, charts, and globes</li> <li>• Graphic organizers and graphs</li> <li>• Development of cities and states</li> <li>• States and capitals of the U.S.</li> </ul>
	<b>Performance Standards</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• create maps to show locations</li> <li>• compare and contrast the physical and human characteristics of different communities</li> <li>• analyze ways people depend on, adapt to, or modify the environment based on their needs</li> <li>• identify factors that influence human movement, settlement, and the development of communities</li> <li>• analyze current events (e.g., reflection of the past/impact on the future)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use a variety of maps and globes to find and explain human and physical geographic features in Kentucky and regions of the U.S.</li> <li>• describe ways humans have interacted with the physical and natural environment to meet their needs in Kentucky and regions in the U.S.</li> <li>• explain ways the physical environment limited and promoted human settlement and activities in Kentucky and regions of the U.S.</li> <li>• locate places of national and regional importance in the U.S.</li> <li>• use the five themes of geography (place, movement, location, regions, human/environment interaction) to examine, describe, and discuss Kentucky and regions of the U.S.</li> <li>• demonstrate use of maps, globes, flow charts, and graphic organizers</li> </ul>
<p><b>National Standards: 1, 2, 3, 5, 9, 10</b></p>			



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<b>Content Guidelines: Historical Perspective</b>			
<b>Academic Expectations</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
<p><b>Academic Expectation 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 7.6</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, the Church, and with all creation.</p> <p><b>Academic Expectation 7.10</b> Students apply Catholic social justice principles in social and personal situations.</p> <p><b>National Standards:</b> 1, 2, 3, 4, 5, 8, 10</p>	<ul style="list-style-type: none"> <li>• Origins of communities</li> <li>• Patterns of growth and change within communities over time</li> <li>• Contributions of historical people to a community</li> <li>• Linear presentations of history</li> <li>• Historical documents</li> <li>• History of a community, including the local community</li> <li>• Events in history and their impact on the present</li> <li>• Development of cultural diversity within a community</li> </ul>	<ul style="list-style-type: none"> <li>• Lives of early settlers in Kentucky and regions of the U.S.</li> <li>• Purposes of national and state historical documents</li> <li>• Kentucky state symbols</li> <li>• Links between past and present through the use of timelines</li> <li>• Different historical perspectives</li> <li>• Significant historical figures of Kentucky and regions of the U.S.</li> <li>• History of Kentucky and the U.S. through use of primary sources (e.g., artifacts, letters, diaries)</li> </ul>	<ul style="list-style-type: none"> <li>• U.S. exploration</li> <li>• Colonization, settlement, and expansion</li> <li>• Importance of historical leaders</li> <li>• Linking past and present events throughout history</li> <li>• Importance of historical documents and artifacts (e.g., primary sources/secondary sources)</li> <li>• Continuity throughout history</li> <li>• Influences of technology, religion, and inventions upon society</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe change over time, including contributions of historical people</li> <li>• demonstrate an understanding of the cause and effect of historical events in the community, state, and nation</li> <li>• create simple historical timelines</li> <li>• use historical documents and artifacts to examine the past</li> <li>• examine the impact of diverse cultures on the local community</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• research significant figures in Kentucky and U.S. history</li> <li>• identify different groups throughout the history of Kentucky and their reasons for exploring and/or settling in Kentucky</li> <li>• describe how lifestyles and conditions have changed over time in Kentucky and regions of the U.S.</li> <li>• identify specific symbols, slogans, buildings, and monuments that represent ideas and events in Kentucky and U.S. history</li> <li>• use primary and secondary sources in sequencing events in Kentucky and U.S. history</li> <li>• identify cause and effect relationships and link past to present in Kentucky and U.S. history</li> <li>• demonstrate the use of timelines</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• develop a chronological history of the U.S. and recognize the cause and effect relationships</li> <li>• explain the historical contributions of individual groups, technology, religion, and inventions upon society</li> <li>• analyze the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the U.S.</li> <li>• describe similarities and differences of the U.S., Canada, and Mexico</li> <li>• use timelines to arrange historical events in chronological order</li> </ul>
<b>Teacher's Notes</b>			

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<b>Essential Understandings</b>	<b>Guided Questions</b>
<p><b>2.14, 2.17, 2.20, and 7.6</b></p> <ul style="list-style-type: none"> <li>Individuals and societies can learn from the past.</li> </ul>	<ul style="list-style-type: none"> <li>How does knowledge of the past influence the present and future?</li> <li>Why do interpretations of events, people and places, or situations vary?</li> <li>How do interpretations of events, people and places, or situations affect our understanding of the past and present?</li> <li>How have individuals, events, and decisions influenced society throughout history?</li> <li>How do the arts express time, place, and way of life?</li> <li>How did religion influence the past?</li> </ul>
<p><b>2.14, 2.20, and 2.67</b></p> <ul style="list-style-type: none"> <li>Systems help societies and communities function and survive.</li> </ul>	<ul style="list-style-type: none"> <li>How do various social, political, religious, and economic systems help societies and communities function and survive?</li> <li>How do institutions such as schools, churches, government agencies, small businesses, and banks support individuals and families?</li> <li>How do technological developments impact natural and social systems?</li> </ul>
<p><b>2.14, 2.15, 2.17, 2.20, 2.67, and 7.10</b></p> <ul style="list-style-type: none"> <li>Some governments create rules and laws to promote justice, provide order, and protect individual and group rights.</li> </ul>	<ul style="list-style-type: none"> <li>How is democracy different from other kinds of government?</li> <li>What traits are essential to citizenship in a democracy?</li> <li>How are rights related to responsibilities?</li> <li>What are the responsibilities of Catholics in society?</li> <li>How are rights and responsibilities of U.S. citizens defined in the Declaration of Independence and the Constitution?</li> <li>How do individuals practice democratic citizenship in the classroom, community, state, and nation?</li> <li>What are possible threats to a democracy?</li> <li>How are rules and laws made and enforced in the local community?</li> </ul>
<p><b>2.15, 2.16, 2.18, 2.20, and 2.66</b></p> <ul style="list-style-type: none"> <li>Ability to provide for the wants and needs of a society depends upon availability, management, and distribution of resources.</li> </ul>	<ul style="list-style-type: none"> <li>How do availability of resources and issues of supply and demand affect relationships and decisions?</li> <li>How are wants and needs of individuals and groups met through local, national, and global sources?</li> <li>How do government policies on trade, taxes, and wages influence the local, state, and national economies?</li> <li>How do transportation systems move people, products, and ideas?</li> <li>How do communication systems impact people, products, and ideas?</li> <li>In what ways are Catholics engaged in service to communities?</li> </ul>
<p><b>2.16, 2.17, 2.18, and 2.41</b></p> <ul style="list-style-type: none"> <li>Interdependence characterizes a community.</li> </ul>	<ul style="list-style-type: none"> <li>How do individual behaviors, learning styles, and self-concept influence relationships?</li> <li>How does membership in families, churches, and different groups affect individual development, behavior, and identity?</li> <li>Why would families, states, and nations want to develop interdependent relationships?</li> </ul>
<p><b>2.18, 2.19, 2.20, and 7.1</b></p> <ul style="list-style-type: none"> <li>People and environments form interdependent relationships.</li> </ul>	<ul style="list-style-type: none"> <li>How are people and environments interdependent?</li> <li>How do beliefs and experiences shape people's relationships to their environments?</li> <li>How does the environment affect economic decisions?</li> </ul>

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<b>Essential Understandings</b>	<b>Guided Questions</b>
<p><b>2.16, 2.17, 2.20, and 4.5</b></p> <ul style="list-style-type: none"> <li>Groups, societies and cultures address human wants and needs in similar and different ways.</li> </ul>	<ul style="list-style-type: none"> <li>How do people in diverse cultures and environments meet their wants and needs?</li> <li>How do various cultures express their beliefs and practices?</li> <li>How have various cultural groups contributed to society?</li> <li>How can differing beliefs and practices impact relationships?</li> </ul>
<p><b>2.16, 2.17, 2.18, 2.19, 2.20, and 7.1</b></p> <ul style="list-style-type: none"> <li>Diverse environments and societies provide varying opportunities and limits for human activity.</li> </ul>	<ul style="list-style-type: none"> <li>What are the similarities and differences within and across regions?</li> <li>How are resources within a region used and maintained?</li> <li>Why do individuals/groups have differing views and beliefs on environmental issues?</li> </ul>
<p><b>2.16, 2.17, 2.19, 2.20, 7.1, and 7.10</b></p> <ul style="list-style-type: none"> <li>Natural, economic, technological, and social factors change society and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>How and why do historical patterns repeat or change over time?</li> <li>How are changes in society and the environment related?</li> <li>How do individuals, families, groups, or societies initiate, respond to, resist, or cope with change?</li> </ul>
<p><b>2.19 and 2.41</b></p> <ul style="list-style-type: none"> <li>Natural and human-made physical features define geography.</li> </ul>	<ul style="list-style-type: none"> <li>How do physical characteristics define regions and their boundaries?</li> <li>How are geographic tools used to understand regions of the world?</li> <li>What are major natural and human-made physical features in our state, in the U.S. and in the world?</li> <li>How does the physical environment impact where and how people live and work?</li> <li>How are regions of the U.S. and world interrelated?</li> </ul>

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<b>Essential Processes and Skills</b>			
<b>Thinking and Learning</b>	<b>Communicating</b>	<b>Collaborating</b>	<b>Applying and Producing</b>
<p><b>Investigate historical and current issues</b></p> <ul style="list-style-type: none"> <li>• Identify what is known and unknown about an issue/topic</li> <li>• Identify problems, patterns, and changes</li> <li>• Formulate and ask questions that lead to new learning</li> <li>• Identify relevant or irrelevant information</li> <li>• Trace origin, development, and impact of ideas and inventions</li> </ul> <p><b>Collect and organize information</b></p> <ul style="list-style-type: none"> <li>• Access information using printed materials, maps, models, visuals, technology, and primary and secondary sources</li> <li>• Conduct interviews</li> <li>• Make observations</li> <li>• Record information and data in appropriate formats</li> </ul> <p><b>Process and apply information</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast, sort and classify</li> <li>• Interpret and create tables, graphs, timelines</li> <li>• Use maps and graphic organizers</li> <li>• Differentiate between facts and interpretations</li> <li>• Recognize bias and stereotypes</li> <li>• Examine issues from multiple perspectives</li> <li>• Form generalizations and predict consequences</li> <li>• Use strategies to solve problems and make decisions</li> </ul>	<p><b>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</b></p> <ul style="list-style-type: none"> <li>• Use strategies for comprehending nonfiction</li> <li>• Develop and use related vocabulary</li> <li>• Summarize from conversation and print</li> <li>• Articulate personal beliefs, feelings, and convictions related to social and environmental issues</li> <li>• Describe and illustrate stages of historical, cultural, or environmental change</li> <li>• Present information to a variety of audiences</li> <li>• Listen objectively to the views of others</li> <li>• Support and justify various points of view</li> <li>• Support oral/written presentations with visuals</li> <li>• Use strategy/technology appropriate to audience</li> </ul>	<p><b>Work in teams in a variety of roles</b></p> <ul style="list-style-type: none"> <li>• Develop and use skills to lead, follow and perform various tasks in teams</li> <li>• Contribute ideas in groups</li> <li>• Set and work toward group goals</li> </ul> <p><b>Interact effectively with others</b></p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility when working in a group</li> <li>• Give and respond to feedback in a constructive manner</li> <li>• Cooperate with people from different backgrounds, genders, and abilities</li> <li>• Use strategies to resolve conflict</li> <li>• Practice the democratic process to make decisions, plan events, and resolve issues</li> </ul>	<p><b>Create quality products to communicate</b></p> <ul style="list-style-type: none"> <li>• Determine standards for quality work</li> <li>• Use a variety of tools and technology to produce quality products</li> <li>• Handle/care for tools properly</li> </ul> <p><b>Develop and apply skills</b></p> <ul style="list-style-type: none"> <li>• Define occupations related to topics of study</li> <li>• Make connections between school work and the work of people in the community</li> </ul> <p><b>Apply citizenship skills</b></p> <ul style="list-style-type: none"> <li>• Participate in making rules and guidelines for group experiences</li> </ul>

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<b>Suggested Topics of Study - Intermediate</b>			
<ul style="list-style-type: none"> <li>• Local Community – Past and Present</li> <li>• Global Communities</li> <li>• Natural Resources/Conservation</li> <li>• Democratic Institutions – Principles and Processes</li> <li>• Leadership – Historical and Current</li> <li>• Citizenship</li> <li>• Traditions and Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• States and Regions - including Kentucky               <ul style="list-style-type: none"> <li>• Physical Environment</li> <li>• Statehood</li> <li>• Resources and Economy</li> <li>• Government</li> <li>• People, Places, and Events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Development of the Western Hemisphere</li> <li>• The First Inhabitants</li> <li>• Revolution and Independence</li> <li>• Expansion and Division</li> <li>• Internal and External Conflicts</li> <li>• The U.S. - Emerging World Power</li> <li>• Historical Changes in Science and Technology</li> </ul>	
<b>Suggested Technology/Library Media</b>			
<ul style="list-style-type: none"> <li>• Variety of research tools ( e.g., dictionary, encyclopedia, Internet, geographical dictionary, atlas, almanac)</li> <li>• Software, videos, and video clips</li> <li>• Multimedia presentations</li> <li>• Email pen pal program</li> <li>• Global positioning systems</li> <li>• Interactive white board</li> <li>• Classroom response system</li> <li>• Web-quests</li> <li>• Appropriate web sites</li> </ul>			
<b>Examples of Assessments</b>			
Pre- and post-assessments Oral presentations K-W-L charts Expository essays Persuasive essays Informative essays Descriptive essays	Summaries Multiple choice assessments Open response questions Brochures Diagrams PowerPoint presentations Graphic organizers	Speeches Debates Interviews Cultural presentations Collages, posters Readers' Theater Video productions	Dramatizations Mobiles Group projects Art, dance, and music Student-created museums Cultural presentations Dioramas and models

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<b>Content Guidelines: Democratic Principles and Political Systems</b>			
<b>Academic Expectations</b>	<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>
<p><b>Academic Expectation 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>Academic Expectation 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>Academic Expectation 2.58</b> Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p><b>Academic Expectation 7.10</b> Students apply Catholic social justice principles in social and personal situations.</p> <p><b>National Standards:</b> 5, 6, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Forms of government within the world community</li> <li>• Role of government within the world community</li> <li>• Rights and responsibilities of citizens within the world community</li> <li>• Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of government</li> <li>• Development of democratic ideals</li> <li>• Individual rights and responsibilities</li> <li>• Role of authority and power within government</li> <li>• Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of U.S. government</li> <li>• Purpose and structure of government in a constitutional democracy</li> <li>• Constitution as a living document</li> <li>• Role of citizens in a democratic society</li> <li>• Principles of federalism and shared power</li> <li>• U.S. role in a global society</li> <li>• Personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive materials, and vandalism</li> <li>• Current events (e.g., reflection of the past/impact on the future)</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain the relationship between governments and the rights of individuals</li> <li>• demonstrate an understanding of the principals of the major forms of governments</li> <li>• compare the roles of specific governments</li> <li>• recognize and evaluate personal and legal ramifications of plagiarism, propagating viruses, hacking, sending or posting offensive material, and vandalism</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze the essential roles of government in early civilizations</li> <li>• examine individual rights and responsibilities within society</li> <li>• relate the foundations of democracy from Greece and Rome to the democratic ideals in the world today</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the original intent of the framers of the Constitution and the Bill of Rights</li> <li>• demonstrate an understanding of how the U.S. Constitution has evolved over time to adjust to changes in society</li> <li>• identify the rights and responsibilities of individuals in American society by analyzing democratic principles</li> <li>• assess amendments to the Constitution</li> <li>• explain the relationship of past events with current and future events</li> </ul>
<b>Teacher's Notes</b>			

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<b>Content Guidelines: Social Systems and Cultural Diversity</b>			
<b>Academic Expectations</b>	<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>
<p><b>Academic Expectation 2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.</p> <p><b>Academic Expectation 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p><b>Academic Expectation 2.67</b> Students critique societal structures in the light of Catholic social justice principles.</p> <p><b>Academic Expectation 4.5</b> Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p><b>National Standards:</b> 1, 2, 3, 4, 5, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Development of cultures</li> <li>• Cultural adaptation to the environment</li> <li>• U.S. role in a global society</li> <li>• Cultural diversity within and among groups in various regions of the world</li> <li>• Conflict within and among groups in various regions of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and contributions of past civilizations</li> <li>• Conflicts in society</li> <li>• Cultural diversity and perspectives</li> <li>• Current events (e.g., reflection of the past/impact on the future)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural diversity influences American arts</li> <li>• Racial, ethnic, and religious groups in America</li> <li>• Consequences of conflict, compromise, and cooperation</li> <li>• Emergence and development of American culture and subcultures</li> <li>• Interdependence of cultural groups in our nation and throughout the world</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of cultural development over time</li> <li>• identify cultural adaptations to an environment</li> <li>• analyze social interactions</li> <li>• compare conflicts and cooperation among individuals and groups in the global community</li> <li>• examine the role of the U.S. in a global society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• investigate cultural contributions and the effect of technology on past civilizations</li> <li>• examine the impact of conflict on groups</li> <li>• analyze the effect that cultural diversity has on a society</li> <li>• evaluate the relationship of past events with current and future events</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain how culture in the U.S. has been influenced by language, literature, arts, beliefs, and lifestyles</li> <li>• analyze social interactions among diverse groups and individuals in U.S. history</li> <li>• examine other cultures</li> <li>• compare and contrast other cultures with American cultures</li> </ul>
<b>Teacher's Notes</b>			



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<b>Content Guidelines: Economic Systems</b>			
<b>Academic Expectations</b>	<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>
<p><b>Academic Expectation 2.18</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>Academic Expectation 2.67</b> Student critique societal structures in the light of Catholic social justice principles.</p> <p><b>National Standards:</b> 3, 5, 7, 8, 9</p>	<ul style="list-style-type: none"> <li>• Economic concepts (e.g., opportunity, costs, trade, money, savings and investments, production, distribution, goods and services, specialization)</li> <li>• Natural and economic resources</li> <li>• Factors that influence distribution and use of resources (e.g., values, beliefs, global interdependence, technology, conflicts)</li> </ul>	<ul style="list-style-type: none"> <li>• Economic concepts (e.g., production, distribution)</li> <li>• Factors that influence distribution and use of resources (e.g., values/beliefs, global interdependence, technology, conflicts)</li> <li>• Economic systems of past civilizations</li> <li>• U.S. role in a global society</li> </ul>	<ul style="list-style-type: none"> <li>• Major patterns and trends of the U.S. economic system</li> <li>• Principles of economics (e.g., production, distribution, consumption)</li> <li>• Impact of innovations and technology on the environment</li> <li>• U.S. dependency on the global economy</li> </ul>
<b>Performance Standards</b>			
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain economic concepts as they apply to individuals, societies, and governments</li> <li>• identify natural and capital resources</li> <li>• analyze the factors that influence distribution and use of resources</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the concept of wants and needs in early civilizations</li> <li>• explain the relationships between personal and national economic activities</li> <li>• analyze the role of the U.S. in a global society</li> <li>• assess the effects of specialization on economic growth of a society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• relate the concept of imbalance between unlimited wants and limited resources to the development of the U.S. as applied to individuals, societies, and governments</li> <li>• analyze the effects of economic growth on society/environment</li> <li>• appraise the effects of government policies on the economy</li> <li>• demonstrate the relationship between the U.S. economy and the world economy</li> </ul>
<b>Teacher's Notes</b>			

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<b>Content Guidelines: Geography</b>			
<b>Academic Expectations</b>	<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>
<p><b>Academic Expectation 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p> <p><b>Academic Expectation 7.1</b> Students practice respect and care for all creation, seeing it as a gift of God’s love.</p>	<ul style="list-style-type: none"> <li>• Geographic concepts in the five themes of geography: location, place, movement, region, and human/environment interaction</li> <li>• Map skills (e.g., world maps, product maps), flowcharts, graphs, web and graphic organizers</li> <li>• Major physical features of world regions</li> <li>• Geographic features</li> <li>• Human adaptation to and interaction with the physical environment</li> <li>• Current events</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic influence on demographics (e.g., migration, settlement)</li> <li>• Human use of and interaction with the environment</li> <li>• Physical features of world regions</li> <li>• Map skills (e.g., world maps, flowcharts, graphs, graphic organizers)</li> </ul>	<ul style="list-style-type: none"> <li>• Maps, globes, graphs, charts, and electronic data</li> <li>• Migration and cultural diffusion</li> <li>• Influence of geography on U.S. history</li> <li>• Human interaction with the physical environment</li> </ul>
	<b>Performance Standards</b>		
<p><b>National Standards: 1, 2, 3</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate the use of the five themes of geography using map skills, flowcharts, line graphs, and graphic organizers</li> <li>• use map skills, flowcharts, graphs, webs, and graphic organizers to synthesize and present geographic information</li> <li>• identify and compare major physical features of world regions</li> <li>• describe the influence of geographical features on world cultures</li> <li>• demonstrate impact of movement of groups of individuals and cultures</li> <li>• explain and evaluate the human adaptation to and interaction with the physical environment</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain the importance of the physical environment and the influence of human demographics on the development of world history</li> <li>• demonstrate and interpret data using a variety of geographic tools</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze patterns of human settlement across the U.S. that resulted in diverse cultures</li> <li>• analyze how early U.S. history was influenced by the physical environment</li> <li>• interpret maps, globes, graphs, charts, and electronic data</li> </ul>
	<b>Teacher’s Notes</b>		

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<b>Content Guidelines: Historical Perspective</b>			
<b>Academic Expectations</b>	<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>
<p><b>Academic Expectation 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Academic Expectation 2.58</b> Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p><b>National Standards:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Chronology, causality, change, and conflicts in relation to people, places, and events</li> <li>• Cultural values and belief systems</li> <li>• Historical change throughout regions</li> <li>• Primary sources such as artifacts, manuscripts, documents, and letters as reference tools</li> </ul>	<ul style="list-style-type: none"> <li>• Historical contributions of individuals and groups</li> <li>• Chronology and relationships of key people, places and events</li> <li>• World religions (e.g., Christianity, Islam, Buddhism, Hinduism)</li> </ul>	<ul style="list-style-type: none"> <li>• Role of various groups (e.g., Native American, European explorers and settlers, African slaves, pioneers) on historical development</li> <li>• Impact of conflict and war on American history</li> <li>• Religious, political, and economic influences on historical events</li> </ul>
	<b>Performance Standards</b>		
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• graph key conflicts and events</li> <li>• use timelines to arrange historical events in chronological order</li> <li>• analyze the impact of cultural values and beliefs on historical systems</li> <li>• examine the transmission of culture and the link between past and present using primary sources such as artifacts, manuscripts, documents, and letters</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate a chronological understanding of early world history</li> <li>• use timelines to arrange historical events in chronological order</li> <li>• examine relationships between people, places, events, and religions in world history</li> <li>• incorporate the terms BC, AD, BCE and CE as related to chronology</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze the cause and effect of conflict and war in U.S. history</li> <li>• use timelines to arrange historical events in chronological order</li> <li>• evaluate the significant individuals and groups in early U.S. history</li> <li>• explain the impact of religious, political, economic, and technological influences on U.S. history</li> <li>• use primary sources to link past and present</li> </ul>
<b>Teacher's Notes</b>			

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<b>Essential Understandings</b>	<b>Guided Questions</b>
<p><b>2.14, 2.19, 2.20, 2.41, and 2.58</b></p> <ul style="list-style-type: none"> <li>Societal and environmental forces cause change.</li> </ul>	<ul style="list-style-type: none"> <li>How have economic, historical, environmental, social, and technological forces resulted in change?</li> <li>What factors influence rate of change in society or the environment?</li> <li>How do beliefs and actions influence ways people interact with the environment?</li> <li>How do changes in the environment affect people's lives?</li> </ul>
<p><b>2.14, 2.16, 2.17, 2.20, 2.41, 2.58, 4.5, and 7.10</b></p> <ul style="list-style-type: none"> <li>Different cultural and societal groups impact a society.</li> </ul>	<ul style="list-style-type: none"> <li>How are various political, ethnic, racial, and social groups similar and different?</li> <li>How do bias, equity, and justice grow out of cultural differences?</li> <li>What issues arise as a result of interactions among different groups within a society?</li> <li>How do language and culture impact global views?</li> </ul>
<p><b>2.14, 2.18, 2.19, 2.20, 2.41, and 2.58</b></p> <ul style="list-style-type: none"> <li>Ability to provide for the wants and needs of a society depends upon availability, management, and distribution of resources.</li> </ul>	<ul style="list-style-type: none"> <li>How do basic economic principles such as scarcity and supply and demand operate within a society?</li> <li>Why does conflict result from a scarcity of resources for meeting wants and needs?</li> <li>How does economic specialization throughout the world promote increased trade and interdependence among societies?</li> <li>How do technology, transportation, and communication support and impact social, political, environmental, and economic systems?</li> </ul>
<p><b>2.14, 2.16, 2.17, 2.18, 2.19, 2.20, 2.41, and 2.58</b></p> <ul style="list-style-type: none"> <li>Systems develop in response to individual and group needs.</li> </ul>	<ul style="list-style-type: none"> <li>How do social systems, such as health and education, attempt to meet the needs of individuals and groups?</li> <li>How are social, political, economic, and environmental systems interconnected?</li> <li>What social systems exist that respond to citizen needs?</li> </ul>
<p><b>2.14, 2.15, 2.17, 2.20, 2.41, 2.58, and 2.67</b></p> <ul style="list-style-type: none"> <li>Civic ideals and fundamental principles of government shape national identities.</li> </ul>	<ul style="list-style-type: none"> <li>How did political documents impact the formation of our nation?</li> <li>How do the principles of the Constitution shape our identity as a nation?</li> <li>How are our daily lives affected by the principles of the Constitution?</li> <li>How does the U.S. political system manifest the principles of the Constitution?</li> <li>How do citizens influence decisions in the American democratic system?</li> <li>How does the U.S. democratic system compare to other systems of government?</li> <li>How has inclusive citizenship evolved?</li> <li>How does the U.S. government protect the democratic system?</li> </ul>

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<b>Essential Understandings</b>	<b>Guided Questions</b>
<p><b>2.14, 2.15, 2.16, 2.17, 2.18, 2.41, 2.58, 2.67, and 7.10</b></p> <ul style="list-style-type: none"> <li>The relationship between rights and responsibilities defines a society.</li> </ul>	<ul style="list-style-type: none"> <li>How do individual rights relate to responsibilities and community rights in a society?</li> <li>How do national interests affect international relations?</li> <li>What is the role of national/international organizations in world relations?</li> <li>What are personal responsibilities of all U.S. citizens?</li> </ul>
<p><b>2.14, 2.16, 2.17, 2.41, 2.58, and 2.67</b></p> <ul style="list-style-type: none"> <li>Individual actions reflect differing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>How do personal beliefs, feelings and convictions influence behaviors?</li> <li>What is the importance of understanding differing perspectives?</li> <li>How do traditions, rituals and rules reflect personal beliefs?</li> <li>How do culturally defined roles influence individual identity?</li> </ul>
<p><b>2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.41, 2.58, 2.67, and 7.1</b></p> <ul style="list-style-type: none"> <li>Maintaining a healthy environment requires responsible action by individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>How do individuals and societies weigh environmental impact when making decisions about discoveries and innovations?</li> <li>How can individuals assume responsibility for environmental issues?</li> <li>How do government policies affect individuals, groups, and environments?</li> </ul>

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<b>Essential Processes and Skills</b>			
<b>Thinking and Learning</b>	<b>Communicating</b>	<b>Collaborating</b>	<b>Applying and Producing</b>
<p><b>Investigate historical and current issues</b></p> <ul style="list-style-type: none"> <li>• Identify problems, patterns, trends, and changes</li> <li>• Formulate questions to conduct inquiry</li> <li>• Identify relevant and irrelevant information</li> <li>• Assess the impact of ideas and technological developments on society and the environment</li> </ul> <p><b>Collect and organize information</b></p> <ul style="list-style-type: none"> <li>• Access information using printed materials, maps, models, visuals, technology and primary and secondary sources</li> <li>• Conduct interviews</li> <li>• Evaluate sources for reliability</li> <li>• Make observations</li> <li>• Record information and data in appropriate forms</li> </ul> <p><b>Process and apply information</b></p> <ul style="list-style-type: none"> <li>• Interpret and create tables, graphs, timelines, maps, and graphic organizers</li> <li>• Differentiate between facts and interpretations</li> <li>• Recognize bias and stereotypes</li> <li>• Examine issues from multiple perspectives</li> <li>• Analyze errors in thinking</li> <li>• Form generalizations</li> <li>• Propose solutions and predict consequences</li> <li>• Use strategies to implement decisions</li> <li>• Evaluate and refine the investigative process</li> </ul>	<p><b>Use reading, writing, and oral language to learn and communicate about history, geography, culture, civics, and economics</b></p> <ul style="list-style-type: none"> <li>• Develop and use related vocabulary</li> <li>• Paraphrase from conversations and print</li> <li>• Articulate personal beliefs, feelings, and convictions related to social and environmental issues</li> <li>• Describe and illustrate stages of historical, cultural, or environmental change</li> <li>• Present to a variety of audiences</li> <li>• Support/justify ideas</li> <li>• Communicate various points of view</li> <li>• Listen objectively to other viewpoints</li> <li>• Enhance oral and written presentations with visuals</li> <li>• Read for key information</li> <li>• Develop note-taking skills</li> <li>• Draw from prior knowledge</li> <li>• Question and summarize while reading</li> </ul>	<p><b>Work in teams in a variety of roles</b></p> <ul style="list-style-type: none"> <li>• Lead, follow and perform various tasks in teams</li> <li>• Set and work toward group goals</li> <li>• Evaluate and refine collaborative processes</li> </ul> <p><b>Interact effectively with others</b></p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility when working in a group</li> <li>• Give and respond to feedback constructively</li> <li>• Cooperate with people from different backgrounds, genders, and abilities</li> <li>• Use strategies to manage conflict and stress</li> <li>• Practice the democratic process to make decisions, plan events, and resolve issues</li> </ul>	<p><b>Create quality products to communicate</b></p> <ul style="list-style-type: none"> <li>• Use standards to develop and evaluate quality work</li> <li>• Locate and use a variety of resources, tools and technologies for designing/developing products</li> <li>• Set goals and develop a work plan</li> </ul> <p><b>Develop and apply skills</b></p> <ul style="list-style-type: none"> <li>• Investigate careers related to topics of study and interest</li> <li>• Apply skills and academic knowledge in home, school, and community settings</li> </ul> <p><b>Apply citizenship skills</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of issues that affect society</li> </ul>

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<b>Suggested Topics of Study – Middle School</b>		
<ul style="list-style-type: none"> <li>• World Regions in Context of Five Themes of Geography</li> <li>• Resources of the Earth</li> <li>• Populations of the Earth</li> <li>• Cultures</li> <li>• U.S. and Canada</li> <li>• World Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Prehistoric People</li> <li>• River Valley Civilizations</li> <li>• The Rise of Empires</li> <li>• The Middle Ages</li> <li>• Emergence and Development of Modern Nations</li> </ul>	<ul style="list-style-type: none"> <li>• The Americas: Geography, Native Americans, and Exploration</li> <li>• Colonial Settlement</li> <li>• Conflict and Revolution</li> <li>• The New Republic: Formation of the Constitution and the Bill of Rights</li> <li>• The Nation Expands</li> <li>• Civil War and Reconstruction</li> </ul>
<b>Suggested Technology/Library Media</b>		
<ul style="list-style-type: none"> <li>• Research tools (e.g., Internet, database, encyclopedias, dictionaries, special dictionaries {geographical, biographical}, almanacs)</li> <li>• Timeline software</li> <li>• Multimedia presentations (e.g., video, audio, presentation software, spreadsheets)</li> <li>• Global positioning systems</li> <li>• Interactive white board</li> <li>• Software, videos, and video clips</li> <li>• Web-quest</li> <li>• Personal response system</li> <li>• Virtual field trips</li> </ul>		
<b>Examples of Assessments</b>		
<ul style="list-style-type: none"> <li>Pre-assessment of prior knowledge</li> <li>Objective tests</li> <li>Open-response questions</li> <li>Compare and contrast essays</li> <li>Short essays</li> <li>Exit tickets</li> <li>Construction of charts, graphic organizers, graphs, and maps</li> <li>Summaries</li> </ul>	<ul style="list-style-type: none"> <li>Role playing</li> <li>Oral presentations</li> <li>Cooperative group presentations</li> <li>Interviews</li> <li>Teacher observations</li> <li>Creative writing assignments (e.g., newspapers, articles)</li> <li>Portfolio entries</li> <li>PowerPoint presentations</li> </ul>	

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