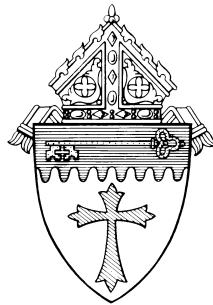


**Elementary
and
Middle School
Social Studies Curriculum
Guidelines**



Catholic Schools Office
Diocese of Erie
August 1999

Table of Contents

Acknowledgements	i
Curriculum Foundation Statement.....	ii
Kindergarten.....	1
Grade 1	6
Grade 2	17
Grade 3	28
Grade 4	41
Grade 5	58
Grade 6	79
Grades 7 and 8	106
Appendices	A1
National History Standards	
United States History Standards	
World History Standards	
Political Science Standards	
National Geography Standards	
Behavioral Science Standards	
Economic Standards	
Bibliography	

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Thank you also to all the educators who responded to the draft of the social studies curriculum. Your input was very valuable.

Sincerely,

Janice M. Whiteman
Director of Curriculum

CURRICULUM FOUNDATION

Mission Statement

The primary purpose of social studies is to help young people develop the ability to make moral, informed, and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Definition of Social Studies (adapted from NCSS, 1992)

Social studies is the integrated study of the social sciences and humanities to promote civic competence.

Curriculum Organization

Social studies provides systematic studies drawing upon but not limited to: History, Political Science, Geography, Behavioral Science, and Economics. The performance objectives of the Elementary and Middle School Social Studies Curriculum Guidelines, Diocese of Erie, have been organized under these five main headings.

History is the study of change in people and places over a period of time. The study of history offers students the opportunity to link the past with the present, to better understand their own society as well as others, to understand chronological thinking, and to make connections between causes and effects and continuity and change.

Political Science is the study of politics, government, policy, and relations of authority and power. The study of political science offers the opportunity to develop a basic understanding of the values and principles of American constitutional democracy. Students should be aware of their rights and be willing to fulfill their responsibilities.

Geography is the study of places on Earth and their relationship with each other. The study of geography offers the opportunity to gain an understanding of how the United States is affected by conditions and events in distant places. Students need to develop a variety of geographic skills.

Behavioral Science is the study of how people interact with each other and with the environment. The study of behavioral science offers the opportunity to gain insight into where and how people live and interact, their perceptions, and multicultural concerns.

Economics is the study of how goods and services are produced and distributed among people. Economics is also the study of how people can make the system of production and distribution work better. The study of economics offers the opportunity to prepare students for the global marketplace.

Theme Outline

While a theme has been identified for each grade level, the curriculum is intended to reach well beyond the theme. One such extension is the expectation that appropriate current events will be discussed and taught at all grade levels. The theme identifies a focus point from which to start and build upon, and to relate the teaching of specific skills.

A wide variety of instructional resources and delivery methods should be considered and utilized to make social studies relevant, interesting, and exciting for students. Achievement of the performance objectives will be enhanced by close coordination and integration with the language arts and religion curriculums. Reading and discussing literature related to topics studied should be required at all grade levels. The opportunity to use and sharpen writing skills in social studies should be given consistently.

The themes do move away from the former curriculum. A review of teacher surveys completed by social studies teachers across the Diocese showed that United States history overwhelmingly dominated the content and that the majority of students were never given the opportunity to gain insight into the time period after World War II.

The new format is intended to provide two consecutive years of United States history at the seventh and eighth grades so that a continuous curriculum will be experienced. By concentrating on the United States over a two year period, the expectation is that each student will have the opportunity to spend quality time on content after World War II.

Please also note that the concentration at the fifth grade level is intended to be given to Canada, Latin America, and South America. The United States should be studied in light of its past and present relationship with each of these countries.

Kindergarten Theme:	Me, Myself, and I
Grade One Theme:	Family
Grade Two Theme:	Neighborhood
Grade Three Theme:	Communities
Grade Four Themes:	Regions of the United States and Pennsylvania History
Grade Five Themes:	The Americas: The United States, Canada, Latin America, and South America
Grade Six Themes:	Ancient Civilizations and the Seven Regions of the Modern World
Grade Seven Theme:	United States: Early Exploration to Pre-Civil War
Grade Eight Theme:	United States: Civil War to Present Day

KINDERGARTEN

THEME: ME, MYSELF, AND I

I. HISTORY

The students will:

- **SSK1.1** recall some important details of a local or national news item and retell the story.
- **SSK1.2** recognize several past leaders (e.g., George Washington, Abraham Lincoln, and Martin Luther King, Jr.).
- **SSK1.3** tell about several past leaders.

II. POLITICAL SCIENCE

The students will:

- **SSK2.1** explain that a rule is something that tells a person what he/she can or cannot do.
- **SSK2.2** recognize the need for rules at school.
- **SSK2.3** tell what would happen if there were no rules at school.
- **SSK2.4** demonstrate good citizenship by:
 - taking turns and sharing;
 - caring for their possessions in the classroom;
 - respecting other people and their belongings;
 - following class, school, and family rules.
- **SSK2.5** demonstrate a fire drill routine and other disaster preparedness routines.
- **SSK2.6** describe what to do a family crisis /emergency (e.g., phone 911).

- **SSK2.7** list characteristics of a leader.
- **SSK2.8** explain that the President is the leader of the United States, the pastor is the leader of the parish, the principal is the leader of the school, and the teacher is the leader of the classroom.
- **SSK2.9** identify community helpers (e.g., firefighter, police person, doctor, and nurse).
- **SSK2.10** explain the various roles and tasks of community helpers.
- **SSK2.11** explore various community settings (e.g., fire department, post office, police department, zoo, and museum).
- **SSK2.12** identify and show respect for the American flag.
- **SSK2.13** recite the *Pledge of Allegiance*.

III. GEOGRAPHY

The students will:

- **SSK3.1** recite their full name, street address, city, state, and phone number.
- **SSK3.2** name the country in which they live.
- **SSK3.3** read a calendar or simple chart.
- **SSK3.4** identify that calendars can be used to record special days and activities.
- **SSK3.5** recognize how calendars are organized.
- **SSK3.6** recognize a map as a photograph or drawing that shows where certain places or objects are located.
- **SSK3.7** point out the United States and Pennsylvania on a map.
- **SSK3.8** construct simple maps.

- **SSK3.9** recognize the globe as a model of the Earth.
- **SSK3.10** differentiate between land and water on a globe.
- **SSK3.11** compare and contrast distance, location, and direction of objects in their environment using the terms *top*, *middle*, and *bottom*; *up* and *down*; *left* and *right*; *behind* and *in front*; *inside* and *outside*; *before* and *after*; and *near* and *far*.
- **SSK3.12** identify the four seasons and describe the types of weather that usually characterize each of them.
- **SSK3.13** identify the order of the four seasons.

IV. BEHAVIORAL SCIENCE

The students will:

- **SSK4.1** tell the characteristics which make people special.
- **SSK4.2** identify unique characteristics of self and others.
- **SSK4.3** explain the ways people change as they grow.
- **SSK4.4** differentiate between family and non-family groups.
- **SSK4.5** recognize that families vary in size and composition.
- **SSK4.6** recognize that families may change over time (i.e., births, deaths, marriages, and divorces).
- **SSK4.7** describe what to do in a family crisis/emergency (e.g., phone 911).
- **SSK4.8** recognize that families live in many countries.
- **SSK4.9** explain why people go to school.
- **SSK4.10** describe major holidays and the people, customs, symbols, and events associated with each holiday.

V. ECONOMICS

The students will:

- **SSK5.1** identify the four basic needs (i.e., food, clothing, shelter, and love).
- **SSK5.2** explain how wants are different from needs.
- **SSK5.3** identify different types of jobs.
- **SSK5.4** identify typical school and neighborhood workers and their jobs.
- **SSK5.5** recognize how neighborhood stores and community services meet the needs of people who live in the neighborhood.
- **SSK5.6** identify common elements of farms (e.g., animals, crops, workers, buildings, and machines).
- **SSK5.7** tell the differences between a farm and a city.
- **SSK5.8** list a variety of means of transportation.
- **SSK5.9** recognize that by working people earn money.
- **SSK5.10** recognize and identify coins (i.e., penny, nickel, and dime).

KINDERGARTEN Key Terms

The students will be able to demonstrate an understanding of the following terms:

above	home	present
after	in front	President
American	inside	right
American flag	job	rule
before	last	shelter
behind	leader	sort
below	left	state
bottom	middle	symbol
calendar	money	time
city	near	today
country	needs and wants	tomorrow
down	neighbor	top
family	next	transportation
far	order	up
farm	outside	worker
first	past	yesterday
freedom	peace	
holiday	Pledge of Allegiance	

KINDERGARTEN Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

address	neighborhood	United States of America
city	ocean	water
country	Pennsylvania	weather
Earth	seasons	winter
fall	shore	world
globe	spring	year
land	street	
map	summer	

GRADE 1

THEME: FAMILY

I. HISTORY

The students will:

- **SS11.1** recall some important details of a local or national news item and retell the story.
- **SS11.2** distinguish between a national event and a local event.
- **SS11.3** define *history* as the story of the past.
- **SS11.4** recall aspects of their own past.
- **SS11.5** conclude that both people and countries have a past.
- **SS11.6** recognize that books, museums, and pictures preserve a record of our past.
- **SS11.7** investigate ways to learn about our country's past.
- **SS11.8** identify events in proper sequence and chronological order.
- **SS11.9** use time words when speaking or writing about a historical event.
- **SS11.10** identify a method for using a time line.
- **SS11.11** tell that Native Americans were the first Americans.
- **SS11.12** recognize that the journey of Columbus opened the way for others to travel to the Americas.
- **SS11.13** explain why the Pilgrims came to America.
- **SS11.14** tell the roles of the Pilgrims in the settlement of North America.

- **SS11.15** discuss the role that the Indians played in helping the Pilgrims settle in America
- **SS11.16** recognize that ancestors of Americans came from many places (i.e., Europe, Asia, and Africa).
- **SS11.17** identify groups of people who have influenced United States history (e.g., Presidents, leaders, and inventors).
- **SS11.18** recognize and name national landmarks (e.g., the White House).

II. POLITICAL SCIENCE

The students will:

- **SS12.1** explain that a rule is something that tells a person what he/she can or cannot do.
- **SS12.2** recognize the need for rules at school.
- **SS12.3** name classroom, school, cafeteria, and playground rules and tell why each is important.
- **SS12.4** tell what would happen if there were no rules at school.
- **SS12.5** demonstrate good citizenship by:
 - taking turns and sharing;
 - caring for their possessions in the classroom;
 - respecting other people and their belongings;
 - following class, school, and family rules.
- **SS12.6** demonstrate a fire drill routine and other disaster preparedness routines.
- **SS12.7** list qualities of a leader.
- **SS12.8** explain that the President is the leader of the United States, the pastor is the leader of the parish, the principal is the leader of the school, and the teacher is the leader of the classroom.

- **SS12.9** describe the jobs of the President, the pastor, the principal, and the teacher.
- **SS12.10** identify and show respect for the American flag.
- **SS12.11** recite and tell what the *Pledge of Allegiance* means.
- **SS12.12** identify and tell the significance of patriotic symbols (e.g., the Statue of Liberty, the Liberty Bell, and the bald eagle).
- **SS12.13** sing patriotic songs.
- **SS12.14** explain that a law is a rule that everyone must follow.
- **SS12.15** recognize that laws are often found on public signs.
- **SS12.16** recognize that local government provides services which enforce the laws so that community needs are met.
- **SS12.17** identify the head of government in the local community and his/her title.
- **SS12.18** recognize local units of government which supply services for people (e.g., the fire department, police department, post office, and library).
- **SS12.19** identify voting as the way that individuals and groups demonstrate their choices and make decisions.

III. GEOGRAPHY

The students will:

- **SS13.1** tell their parents' full names.
- **SS13.2** recite their full name, street address, city, state, and phone number.
- **SS13.3** name the country in which they live.
- **SS13.4** identify natural resources.

- **SS13.5** name and correctly sequence the months of the year and days of the week.
- **SS13.6** read and interpret information on a calendar.
- **SS13.7** identify that calendars can be used to record special days and activities.
- **SS13.8** create a calendar of simple events.
- **SS13.9** recognize a map as a photograph or drawing that shows where certain places or objects are located.
- **SS13.10** recognize the globe as a model of the Earth.
- **SS13.11** identify areas of land and water on a map or globe.
- **SS13.12** locate the oceans, the continents, and the Equator on a map or globe.
- **SS13.13** use cardinal directions to locate places or things on a map.
- **SS13.14** compare and contrast distance, location, and direction of objects in their environment using the terms *top*, *middle*, and *bottom*; *up* and *down*; *left* and *right*; *behind* and *in front*; *inside* and *outside*; *before* and *after*; and *near* and *far*.
- **SS13.15** determine directions from a given point using words *left*, *right*, *far*, and *near*.
- **SS13.16** read a simple map using the map key.
- **SS13.17** interpret map symbols.
- **SS13.18** explain that symbols used on a map represent real things.
- **SS13.19** follow directions using a simple map.
- **SS13.20** compare a map with a picture.
- **SS13.21** construct simple maps.

- **SS13.22** distinguish between bodies of water (e.g., ocean, lake, and river).
- **SS13.23** recognize and identify water formations on a map or globe (e.g., oceans, lakes, and rivers).
- **SS13.24** distinguish between kinds of landforms (e.g., hill, island, mountain, peninsula, plain, and valley).
- **SS13.25** recognize and identify landforms on a map or globe (e.g., hill, island, mountain, peninsula, plain, and valley).
- **SS13.26** locate the United States and Pennsylvania on a map or globe.
- **SS13.27** explain that the term *America* is another word for the United States.
- **SS13.28** identify Canada and Mexico as our neighbors and locate them on a map or globe.
- **SS13.29** identify different kinds of graphs (i.e., bar, line, and pictograph).
- **SS13.30** read and construct horizontal and vertical pictographs and bar graphs.
- **SS13.31** draw conclusions and make predictions from graphs.
- **SS13.32** recognize and use tables and charts.
- **SS13.33** define the term *weather* as what it is like outside.
- **SS13.34** name and describe different types of weather (e.g., cold, warm, hot, cloudy, sunny, snowy, and windy).
- **SS13.35** describe the ways weather affects what a person wears and does.
- **SS13.36** recognize that the Earth's revolution causes the four seasons.
- **SS13.37** name and describe each of the four seasons.
- **SS13.38** identify the change in weather brought about by the seasons.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS14.1** recognize a family as the father, the mother, their children, and the people related to them.
- **SS14.2** differentiate between family and non-family groups.
- **SS14.3** recognize that families vary in size and composition.
- **SS14.4** recognize that families may change over time (i.e., births, deaths, marriages, and divorces).
- **SS14.5** compare and contrast families.
- **SS14.6** list the things family members do for one another.
- **SS14.7** recognize that parents or guardians are the head of the family.
- **SS14.8** describe what to do in a family crisis/emergency (e.g., phone 911).
- **SS14.9** name several family rules.
- **SS14.10** explain why it is important that their individual family has rules and why they must be followed.
- **SS14.11** identify the family as the first place learning occurs.
- **SS14.12** explain that families live in many countries.
- **SS14.13** identify positive traits of self.
- **SS14.14** relate specific feelings to personal experiences and specific events.
- **SS14.15** develop an acceptance of their physical and emotional self.
- **SS14.16** develop pride in their own work.

- **SS14.17** develop and display good work and job habits.
- **SS14.18** develop skills for social living.
- **SS14.19** name and describe common national holidays (e.g., Presidents' Day, Memorial Day, Labor Day, Veterans' Day, and Independence Day).
- **SS14.20** recognize that art, music, and clothing of a people help produce a national or ethnic identity.
- **SS14.21** value the importance of people knowing and respecting their ethnic heritage and traditions.
- **SS14.22** compare and contrast individuals of different ethnic backgrounds.
- **SS14.23** develop an acceptance of individuals as they are.
- **SS14.24** name and describe common seasonal holidays celebrated in the United States.
- **SS14.25** recognize that ethnic and cultural groups have holidays, feasts, and festivals that help perpetuate and celebrate traditions.
- **SS14.26** identify and describe holidays, feasts, or festivals celebrated by their families.
- **SS14.27** respect and value the achievement of ethnic groups.
- **SS14.28** recognize that a neighborhood is a place where people live, work, and play.
- **SS14.29** recognize that a community is made up of many neighborhoods.
- **SS14.30** recognize things that are found in a neighborhood and a community.
- **SS14.31** compare and contrast neighborhoods.
- **SS14.32** classify behavior as beneficial or detrimental in keeping a person's neighborhood and community safe

V. ECONOMICS

The students will:

- **SS15.1** recognize their social responsibility for the neighborhood and community.
- **SS15.2** identify and list examples of the four basic needs (i.e., food, clothing, shelter, and love).
- **SS15.3** explain how needs are different from wants.
- **SS15.4** list examples of needs and wants.
- **SS15.5** recognize that choices must be made to satisfy needs and wants.
- **SS15.6** determine the difference between work and play.
- **SS15.7** identify and describe the jobs of various community workers.
- **SS15.8** identify by name helpers at school and describe the job of each one.
- **SS15.9** recognize how neighborhood stores and community services meet the needs and wants of people who live in the neighborhood.
- **SS15.10** identify goods as things made or grown and then sold.
- **SS15.11** recognize that many workers are involved in providing goods that will be sold.
- **SS15.12** identify services as jobs workers do for others.
- **SS15.13** identify jobs in which goods are made and jobs in which services are provided.
- **SS15.14** recognize that by working people earn money.
- **SS15.15** identify a budget as a plan for spending money.
- **SS15.16** recognize, identify, and count coins (i.e., pennies, nickels, dimes, and quarters).

- **SS15.17** pay for items using pennies, nickels, dimes, and quarters.
- **SS15.18** recognize the importance of conservation of natural resources and materials.

GRADE 1 Key Terms

The students will be able to demonstrate an understanding of the following terms:

above	holiday	prediction
after	in front	present
American	inside	President
before	job	right
behind	last	rule
below	law	settler
bottom	leader	shelter
calendar	left	sort
citizen	middle	symbol
direction	money	time
down	museum	time line
family	Native American	today
far	near	tomorrow
farm	needs and wants	top
first	neighbor	transportation
flag	next	up
freedom	outside	volunteer
goods and services	past	vote
government	peace	worker
graph	pictograph	yesterday
group	Pilgrim	
history	Pledge of Allegiance	

GRADE 1 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

address
America
city
community
continent
country
Earth
east
Equator
fall
globe
hill
home
island
lake
land

map
map key
month
mountain
natural resource
neighborhood
north
North America
ocean
peninsula
Pennsylvania
plain
river
seasons
shore
soil

south
spring
state
street
summer
United States of America
valley
water
weather
west
winter
world
year

GRADE 2

THEME: NEIGHBORHOOD

I. HISTORY

The students will:

- **SS21.1** identify current events and retell important news items.
- **SS21.2** distinguish between a national event and a local event.
- **SS21.3** define *history* as a story of the past.
- **SS21.4** recognize that books, museums, and pictures preserve a record of our past.
- **SS21.5** investigate ways to learn about our country's past by using books, exhibits, museums, parks, people, pictures, and technology.
- **SS21.6** identify events in proper sequence and chronological order.
- **SS21.7** use time words when speaking or writing about a historical event.
- **SS21.8** identify a method for using a time line.
- **SS21.9** construct a time line.
- **SS21.10** analyze the order of events on a time line.
- **SS21.11** explain that Native Americans were the first Americans.
- **SS21.12** explain the roles of the Pilgrims in the settlement of North America.
- **SS21.13** recognize that ancestors of Americans came from many places (i.e., Europe, Asia, and Africa).

- **SS21.14** recognize Jamestown and Plymouth as two of the earliest English colonies in America.
- **SS21.15** analyze the reasons the thirteen colonies wanted their freedom from England.
- **SS21.16** identify George Washington as a leader of the American Army and the first President of our country.
- **SS21.17** explain why the Fourth of July is called *Independence Day*.
- **SS21.18** identify groups of people who have influenced United States history (e.g., Presidents, leaders, and inventors).
- **SS21.19** analyze the historical significance of national landmarks (e.g., the White House, the Grand Canyon, and the Golden Gate Bridge).
- **SS21.20** identify local landmarks and analyze their historical significance.
- **SS21.21** develop an awareness of local and regional history.

II. POLITICAL SCIENCE

The students will:

- **SS22.1** analyze the function of rules and laws in their neighborhood and society.
- **SS22.2** predict the consequences of violating rules and laws.
- **SS22.3** explain the duty of an individual to become a good citizen in the home, school, neighborhood, and country.
- **SS22.4** demonstrate good citizenship by:
 - taking turns and sharing;
 - caring for their possessions in the classroom;
 - respecting other people and their belongings;
 - following class, school, family, and neighborhood rules and laws.
- **SS22.5** demonstrate a fire drill routine and other disaster preparedness routines.

- **SS22.6** describe what to do in a family crisis/emergency (e.g., phone 911).
- **SS22.7** explain that the American government was started because the people wanted to rule themselves.
- **SS22.8** explain that in a democracy citizens elect people to represent them in the decision making of the government.
- **SS22.9** identify voting as a way that individuals and groups make choices.
- **SS22.10** discuss the importance of the Declaration of Independence and the Constitution.
- **SS22.11** analyze qualities of a good leader.
- **SS22.12** identify local community leaders (e.g., the Bishop, mayor, and city council).
- **SS22.13** identify the national leader of the United States as the President.
- **SS22.14** explain that a law is a rule that everyone must follow.
- **SS22.15** recognize that laws are often found on public signs.
- **SS22.16** explain how taxes pay for government services.
- **SS22.17** recognize that local government provides services which enforce the laws so that community needs are met.
- **SS22.18** recognize local units of government which supply services for people (e.g., the fire department, police department, post office, and library).
- **SS22.19** identify the head of government in their local community and his/her title.
- **SS22.20** demonstrate appropriate care of the American Flag.
- **SS22.21** recite and explain what the *Pledge of Allegiance* means.

- **SS22.22** identify and tell the significance of patriotic symbols (e.g., the Statue of Liberty, the Liberty Bell, and the bald eagle).
- **SS22.23** memorize and sing traditional or patriotic songs of the United States.

III. GEOGRAPHY

The students will:

- **SS23.1** tell their parents' full names.
- **SS23.2** write their full name, street address, city, state, and zip code.
- **SS23.3** write the name of the country in which they live.
- **SS23.4** explain that the United States is made up of 50 states.
- **SS23.5** explain that each person in the United States lives in a state as well as a country.
- **SS23.6** explain that the term *America* is another word for the United States.
- **SS23.7** use the term *Americans* to identify people living in America.
- **SS23.8** recognize a map as a photograph or drawing that shows where certain places or objects are located.
- **SS23.9** identify the globe as a round, scale model of the Earth.
- **SS23.10** distinguish between land and water on a map or globe.
- **SS23.11** identify and use pictorial and abstract symbols.
- **SS23.12** understand and use a map key to interpret symbols.
- **SS23.13** explain that symbols used on a map represent real things.
- **SS23.14** identify conventional symbols for communities and cities.

- **SS23.15** construct simple maps and include symbols and a map key.
- **SS23.16** express distance and location in appropriate terms.
- **SS23.17** trace a route on a map by following directions.
- **SS23.18** describe a route by giving oral directions.
- **SS23.19** identify and use cardinal directions.
- **SS23.20** use a compass rose or north arrow to determine cardinal directions on a map.
- **SS23.21** locate and identify the United States, Pennsylvania, their hometown, the Equator, the North and South Poles, and the seven continents on a map or globe.
- **SS23.22** identify Canada and Mexico as our neighbors and locate them on a map or globe.
- **SS23.23** identify islands, peninsulas, and rivers on a map.
- **SS23.24** identify a variety of natural resources.
- **SS23.25** locate oceans, rivers, and other major bodies of water on a map or globe.
- **SS23.26** compare a photograph of an area to a map of the same area.
- **SS23.27** identify and use a picture map and a neighborhood map.
- **SS23.28** identify and use a floor plan.
- **SS23.29** identify and use landform, political, historical, and cultural maps.
- **SS23.30** identify and use maps designating routes to determine the shortest distance between two places.
- **SS23.31** compare aerial photos and maps of the same area.
- **SS23.32** find a weather forecast in a newspaper.

- **SS23.33** summarize a weather forecast from radio or television.
- **SS23.34** analyze how the weather affects a neighborhood.
- **SS23.35** compare different forms of precipitation.
- **SS23.36** use and create graphs, charts, tables, diagrams, and calendars.
- **SS23.37** draw conclusions and make predictions from graphs and charts.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS24.1** recognize that a neighborhood is a place where people live, work, and play.
- **SS24.2** explain that a neighborhood is organized by street addresses.
- **SS24.3** analyze the various elements that make up a neighborhood.
- **SS24.4** discuss their role within a neighborhood.
- **SS24.5** recognize that a community is made up of many neighborhoods.
- **SS24.6** compare and contrast rural, urban, and suburban neighborhoods.
- **SS24.7** describe how their local neighborhood has changed physically and demographically over time.
- **SS24.8** recognize their social responsibility for the neighborhood and community.
- **SS24.9** recognize that groups are made up of people who work or play together and share common interests.
- **SS24.10** identify groups to which children or families belong.
- **SS24.11** recognize that groups need leaders and followers.

- **SS24.12** participate in group activities and obey safety rules.
- **SS24.13** problem-solve to develop reasonable ways of dealing with group conflicts.
- **SS24.14** understand that communication with members of the group is important.
- **SS24.15** recognize the individuality of people in the group.
- **SS24.16** accept individuals as they are.
- **SS24.17** compare and contrast peoples' differences and similarities.
- **SS24.18** recognize the role that religion plays in society.
- **SS24.19** recognize the importance of the family as the basic social unit.
- **SS24.20** describe what to do in a family crisis/emergency (e.g., phone 911).
- **SS24.21** recognize that each region of the world has produced its own special culture.
- **SS24.22** recognize the differences in customs and life styles of the past and present.
- **SS24.23** recognize that community traditions can be expressed in poetry and folk tales.
- **SS24.24** recognize that art, music, architecture, food, and clothing of a people help produce a national or ethnic identity.
- **SS24.25** recognize that a community has places of interest (e.g., museums, parks, and monuments).

V. ECONOMICS

The students will:

- **SS25.1** recognize that all people and societies have the same basic needs.
- **SS25.2** explain how needs are different from wants.
- **SS25.3** recognize that choices must be made to satisfy needs and wants.
- **SS25.4** recognize that people work to fulfill their needs and wants.
- **SS25.5** identify and describe a variety of jobs people perform.
- **SS25.6** recognize that by working people earn money.
- **SS25.7** recognize that a neighborhood has buildings and facilities upon which families depend.
- **SS25.8** explain how neighborhood stores and community services meet the needs and wants of people who live in the neighborhood.
- **SS25.9** identify the features of geography which cause people to choose a particular kind of economic activity.
- **SS25.10** distinguish the differences between goods and services.
- **SS25.11** distinguish between jobs in which goods are made and jobs in which services are provided.
- **SS25.12** recognize that some service workers are employed by a community and paid with tax money.
- **SS25.13** explain that a volunteer provides a service but is not paid.
- **SS25.14** explain the concept of saving and the role of banks.
- **SS25.15** identify a budget as a plan for spending money.

- **SS25.16** identify, count, determine value, and make change using coins and currency (i.e., pennies, nickels, dimes, quarters, half dollars, and one-dollar bills).
- **SS25.17** pay for items using pennies, nickels, dimes, quarters, half dollars, and one-dollar bills.
- **SS25.18** identify ways to conserve natural resources and materials.
- **SS25.19** identify ways people have changed the environment.
- **SS25.20** explain how technology has helped to change the environment.

GRADE 2 Key Terms

The students will be able to demonstrate an understanding of the following terms:

American	group	prediction
bar graph	history	present
citizen	hometown	President
city	independence	route
Congress	job	rule
Constitution	law	rural
country	leader	settler
custom	line graph	shelter
Declaration of Independence	mayor	slavery
democracy	monument	state
explorer	museum	symbol
factory	Native American	tax
flag	needs and wants	technology
freedom	neighbor	time line
future	past	trade
goods and services	pictograph	transportation
government	Pilgrim	volunteer
	pioneer	vote
	Pledge of Allegiance	

GRADE 2 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

Africa	geography	plain
Antarctica	globe	political map
America	grid map	river
Asia	hill	seasons
Australia	historical map	seven continents
Canada	hometown	shore
canyon	island	soil
capital	lake	south
city	landform	South America
colony	landform map	South Pole
community	map	spring
compass rose	map key	suburb
continent	Mexico	summer
country	mountain	United States of America
cultural map	natural resource	urban
direction	neighborhood	valley
Earth	north	weather
east	North America	west
environment	North Pole	White House
Equator	ocean	winter
Europe	peninsula	world
fall	Pennsylvania	year

GRADE 3

THEME: COMMUNITIES

I. HISTORY

The students will:

- **SS31.1** identify current events and retell important news items.
- **SS31.2** distinguish between a national event and a local event.
- **SS31.3** recognize how current events affect them and their families.
- **SS31.4** recognize how current events affect their community.
- **SS31.5** define the term *history* as a story of the past.
- **SS31.6** use a variety of resources to gain historical information.
- **SS31.7** arrange events in proper sequence and in chronological order by using a time line.
- **SS31.8** interpret and construct time lines.
- **SS31.9** analyze the order of events on a time line.
- **SS31.10** explain that Native Americans created the first North American communities.
- **SS31.11** describe how the Native Americans were affected by the arrival of the English.
- **SS31.12** discuss why immigrants traveled to America.
- **SS31.13** explain that a colony is a place that is ruled by another country.
- **SS31.14** recognize Jamestown and Plymouth as two of the earliest English colonies in America.

- **SS31.15** investigate colonial life in America.
- **SS31.16** compare and contrast the life styles of the Native Americans and the colonists.
- **SS31.17** compare communities of the colonial days with those of today.
- **SS31.18** recognize that the thirteen original colonies became our first states and were originally ruled by other countries.
- **SS31.19** tell why the American Revolution was fought.
- **SS31.20** examine and discuss the contributions of colonial leaders (e.g., Benjamin Franklin, Thomas Jefferson, and William Penn).
- **SS31.21** recognize that the early Spanish communities were known as missions.
- **SS31.22** discuss why the missions were started.
- **SS31.23** discuss the influence of Spanish settlements in American history.
- **SS31.24** describe how certain events of the past influence the way life is today.
- **SS31.25** report some details about the history of their local communities.
- **SS31.26** identify people who influenced the history of their local area.
- **SS31.27** identify local landmarks and analyze their historical significance.

II. POLITICAL SCIENCE

The students will:

- **SS32.1** analyze the function of rules and laws in their communities and society.
- **SS32.2** predict the consequences of violating rules and laws.

- **SS32.3** explain the consequences of a world without rules or laws.
- **SS32.4** identify the duties and responsibilities of an effective citizen in the home, school, community, and country.
- **SS32.5** demonstrate good citizenship by:
 - taking turns and sharing;
 - caring for their possessions in the classroom;
 - respecting other people and their belongings;
 - following class, school, family, and community rules and laws.
- **SS32.6** demonstrate a fire drill routine and other disaster preparedness routines.
- **SS32.7** recognize the need for government.
- **SS32.8** develop an understanding that the purpose of the government is to serve citizens and make laws.
- **SS32.9** explain that the American government was started because the people wanted to rule themselves.
- **SS32.10** recognize that in a democracy citizens elect people to represent them in the decision making of the government.
- **SS32.11** identify voting as a way that individuals and groups make choices.
- **SS32.12** recognize that citizens of the United States have political rights (e.g., voting).
- **SS32.13** recognize that citizens of the United States have personal rights (e.g., religion and privacy).
- **SS32.14** recognize and identify the purpose of the Declaration of Independence and the Constitution.
- **SS32.15** analyze and write about the qualities of an effective leader.
- **SS32.16** identify local community leaders (e.g., the Bishop, mayor, and city council).

- **SS32.17** identify the national leader of the United States as the President.
- **SS32.18** name the President of the United States.
- **SS32.19** name the head of government in their local community and his/her title.
- **SS32.20** explore the responsibilities of various elected officials.
- **SS32.21** explain that the world is divided into many different nations and that each has its own government.
- **SS32.22** recognize that the United States is its own nation and that it interacts with all other nations in the world.
- **SS32.23** discuss the three branches of national government.
- **SS32.24** tell how a person becomes a United States citizen.
- **SS32.25** identify some people who are good role models for citizenship.
- **SS32.26** explain how taxes pay for government services.
- **SS32.27** recognize that local government provides services which enforce the laws so that community needs are met.
- **SS32.28** recognize local units of government which supply services for people (e.g., the fire department, police department, post office, and library.)
- **SS32.29** identify and tell the significance of patriotic symbols (e.g., the Capitol Building and the Washington Monument).
- **SS32.30** demonstrate appropriate care of the American Flag.
- **SS32.31** demonstrate their knowledge of various patriotic songs of the United States.

III. GEOGRAPHY

The students will:

- **SS33.1** write their full name, street address, city, state, and zip code.
- **SS33.2** write the name of the country in which they live.
- **SS33.3** explain that the United States is made up of 50 states.
- **SS33.4** explain that each person in the United States lives in a state as well as a country.
- **SS33.5** express distance and location in appropriate terms.
- **SS33.6** describe a route by giving oral directions.
- **SS33.7** use cardinal directions effectively.
- **SS33.8** explore the use of intermediate directions on maps and globes.
- **SS33.9** recognize that a map is a flat photograph or drawing that shows where places or things are located.
- **SS33.10** identify the globe as a round, scale model of the Earth.
- **SS33.11** compare a globe to a world map.
- **SS33.12** explain the uses of an atlas.
- **SS33.13** construct simple maps and include symbols and a map key.
- **SS33.14** interpret common abbreviations found on a map or globe.
- **SS33.15** use a map key and a compass rose.
- **SS33.16** use map scales to measure real distances between places.
- **SS33.17** identify the Earth's four hemispheres.

- **SS33.18** identify the Equator as an imaginary line that circles the globe halfway between the North Pole and the South Pole.
- **SS33.19** define and differentiate between latitude and longitude.
- **SS33.20** compare and contrast a physical and a political map.
- **SS33.21** read a grid map.
- **SS33.22** identify and use a floor plan.
- **SS33.23** locate the seven continents and the four oceans on a map or globe.
- **SS33.24** locate the United States; Washington, D.C.; Pennsylvania; Harrisburg; their hometown; the Great Lakes; the Gulf of Mexico; the Mississippi River; and the Rocky Mountains on a map or globe.
- **SS33.25** recognize landforms on a map or globe and define each.
- **SS33.26** recognize water masses on a map or globe and define each.
- **SS33.27** use color contour maps to differentiate hot and cold climates according to the location of the Equator and the North and South Poles.
- **SS33.28** identify several examples of natural resources.
- **SS33.29** find a weather forecast in a newspaper.
- **SS33.30** summarize a weather forecast from radio or television.
- **SS33.31** analyze how the weather affects a community.
- **SS33.32** recognize the affect of climate on an individual's choice to live in a given area, as well as, choosing jobs and recreational activities.
- **SS33.33** identify natural disasters and their effect on the physical environment.
- **SS33.34** explore the geography of various early settlements.

- **SS33.35** use and create graphs, charts, tables, diagrams, and calendars.
- **SS33.36** use and create Venn diagrams for comparing and contrasting.
- **SS33.37** draw conclusions and make predictions from graphs and charts.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS34.1** recognize that a community is usually made up of several neighborhoods and it is a place where different people live, work, and play.
- **SS34.2** compare and contrast a community and a neighborhood.
- **SS34.3** understand that communities vary in size.
- **SS34.4** analyze rural, urban, and suburban communities.
- **SS34.5** compare and contrast different types of communities.
- **SS34.6** compare and contrast their local community with another community.
- **SS34.7** recognize their social responsibility for the community.
- **SS34.8** recognize that community traditions can be expressed in poetry and folk tales.
- **SS34.9** recognize that a community has places of interest (e.g., museums, parks, and monuments).
- **SS34.10** describe the relationship between people and their environment in various communities.
- **SS34.11** describe how communities change over time.
- **SS34.12** recognize the differences in customs and life styles of the past and present.

- **SS34.13** recognize that many past customs, traditions, and beliefs are still present today.
- **SS34.14** recognize that art, music, architecture, food, and clothing of a people help produce a national or ethnic identity.
- **SS34.15** explore the Native Americans' legacy of music and dance, past and present.
- **SS34.16** explain how artifacts help us learn about the past.
- **SS34.17** tell what life was like in the time of various tribes (e.g., Apache, Iroquois, Cherokee, Delaware, and Pueblo).
- **SS34.18** describe a day in the life of different tribes.
- **SS34.19** identify Native American tribes that may once have lived in the local region.
- **SS34.20** analyze how geography shaped the culture of various Native American tribes.
- **SS34.21** describe the diversity in our nation in terms of ethnic, racial, religious, class, linguistic, gender, and national origins.
- **SS34.22** recognize individuality in personal values, attitudes, and personalities.
- **SS34.23** develop an acceptance of others and their life styles.
- **SS34.24** identify some benefits of diversity.
- **SS34.25** identify examples of ways diversity may cause problems or conflicts.
- **SS34.26** apply problem-solving skills to develop reasonable ways of dealing with problems associated with diversity.
- **SS34.27** develop communication skills needed for human interaction.

- **SS34.28** recognize the importance of the family as the basic social unit.
- **SS34.29** describe what to do in a family crisis/emergency (e.g., phone 911).
- **SS34.30** recognize and respect that ethnic and cultured groups have holidays, feasts, and festivals that help perpetuate and celebrate traditions.
- **SS34.31** recognize dates of American holidays on a calendar.
- **SS34.32** describe holidays Americans celebrate and explain their importance (e.g., July 4th, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans' Day, Martin Luther King's birthday).

V. ECONOMICS

The students will:

- **SS35.1** compare and contrast needs and wants.
- **SS35.2** recognize that choices must be made to satisfy needs and wants.
- **SS35.3** recognize that people depend upon each other for their needs.
- **SS35.4** classify examples of work and play.
- **SS35.5** identify reasons for working.
- **SS35.6** recognize that work is related to the physical and social needs of the individual or groups within a community.
- **SS35.7** recognize how stores and community services meet the needs of people in the community.
- **SS35.8** identify the need for budgeting, saving, and investing.
- **SS35.9** identify how jobs and public services change as communities change.

- **SS35.10** identify the features of geography which cause people to choose a particular kind of economic activity.
- **SS35.11** understand the importance of people in a factory working together to produce goods.
- **SS35.12** recognize that some service workers are employed by a community and paid with tax money.
- **SS35.13** explain that a volunteer provides a service but is not paid.
- **SS35.14** distinguish between consumers and producers.
- **SS35.15** analyze advertising techniques and their impact on a consumer.
- **SS35.16** develop an awareness of the production process (e.g., food and manufacturing).
- **SS35.17** recognize how transportation is linked to the production of goods and delivery of services.
- **SS35.18** compare and contrast transportation of the past and present.
- **SS35.19** discuss the impact of technology on transportation.
- **SS35.20** explain how citizens of the United States have economic rights (e.g., owning property or a business and choosing a type of work).
- **SS35.21** identify past and present money exchange systems.
- **SS35.22** explain the concept of saving and the role of banks.
- **SS35.23** explore the concepts of credit and borrowing and the responsibilities that go with them.
- **SS35.24** identify ways to conserve natural resources and materials.
- **SS35.25** recognize the importance of conservation of resources and materials.
- **SS35.26** discuss ways people have changed the environment.

- **SS35.27** explain how technology has helped to changed the environment.
- **SS35.28** develop an awareness for different kinds of careers.
- **SS35.29** develop an awareness of how new technology has created new careers.
- **SS35.30** explore the need for career changes.

GRADE 3 Key Terms

The students will be able to demonstrate an understanding of the following terms:

agriculture	flow chart	Native American
almanac	freedom	needs and wants
artifact	fuel	neighbor
assembly line	future	pictograph
bar graph	goods and services	past
Bill of Rights	government	Pilgrim
capital	governor	pioneer
career	group	Pledge of Allegiance
citizen	harvest	President
city	history	producer
city council	hometown	pollution
communication	immigrant	prediction
Congress	import	present
constitution	independence	recycle
consumer	index	root
country	interest	rule
culture	job	settler
custom	landmark	shelter
Declaration of Independence	law	slavery
democracy	leader	Supreme Court
economy	line graph	symbol
elect	local government	tax
employee	manufacture	technology
employer	mayor	time line
explorer	migrant	town meeting
export	mission	trade
factory	monument	transportation
fertilizer	museum	volunteer
flag	nation	vote
	national park	

GRADE 3 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

Africa	east	mineral	road map
Antarctica	environment	Mississippi River	Rocky Mountains
Arctic Circle	Equator	monument	rural
Arctic Ocean	Europe	mountain	scale
Asia	flood	mountain range	sea
Atlantic Ocean	geography	natural resource	seasons
atlas	globe	navigable	seven continents
Australia	governor	neighborhood	shore
bay	Great Lakes	nonrenewable	soil
beach	grid map	resource	south
Canada	gulf	north	South America
canal	Gulf of Mexico	North America	southeast
canyon	harbor	northeast	South Pole
cardinal	Harrisburg	North Pole	southwest
directions	hemisphere	northwest	state
channel	hill	ocean	strait
city	hurricane	Pacific Ocean	suburban
cliff	Indian Ocean	peninsula	tornado
climate	intermediate	Pennsylvania	United States of America
coast	directions	physical map	urban
coastal plain	island	plain	valley
colony	lake	plateau	Washington, D.C.
community	landform	political map	weather
compass rose	latitude	port	west
continent	locator	prairie	White House
country	longitude	product map	windstorm
desert	map	range	world
direction	map key	renewable	
Earth	mesa	resource	
earthquake	Mexico	river	

GRADE 4

THEMES: Regions of the United States
(Northeast, Southeast, Middle West, Southwest and West)

I. HISTORY

The students will:

- **SS41.1** discuss current events.
- **SS41.2** identify and describe the first Americans.
- **SS41.3** trace the arrival of the first Americans, where they settled, and how they lived.
- **SS41.4** identify the Native American groups indigenous to each of the regions.
- **SS41.5** discuss colonial life in the colonies (i.e., the English colonies along the Atlantic coast and the Spanish colonies of the Southwest).
- **SS41.6** explain why Americans and those who led them (e.g. George Washington, Thomas Jefferson, and Benjamin Franklin) went to war to win independence from England.
- **SS41.7** explain why the pioneers headed west.
- **SS41.8** list the routes and modes of transportation used by the pioneers including those of the Oregon Trail.
- **SS41.9** specify how new kinds of machinery changed farming.
- **SS41.10** trace the cause of the dramatic decline in the number of farmers since 1900.

- **SS41.11** describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and expansion of the United States.
- **SS41.12** discuss the impact of the immigrants of the 1890s on the American regions.
- **SS41.13** explain how gold was discovered in the West.
- **SS41.14** identify how the building of the transcontinental railroad affected the West.
- **SS41.15** interpret the history of human settlement in Alaska and Hawaii and how they became states.
- **SS41.16** identify predominant persons in each region of the United States.
- **SS41.17** interpret, analyze, and construct time lines.

II. POLITICAL SCIENCE

The students will:

- **SS42.1** compare the three branches of the United States government.
- **SS42.2** describe the rights and responsibilities of United States citizens under the Constitution (e.g., registering to vote, voting, and learning about candidates and issues).
- **SS42.3** explain the origins of American patriotism.
- **SS42.4** understand how Americans are united by principles, values, and beliefs rather than ethnicity, race, religion, class, language, gender, or national origin.
- **SS42.5** understand the importance of volunteerism as a characteristic of American society.
- **SS42.6** distinguish among national, state, and local governments.

III. GEOGRAPHY

The students will:

- **SS43.1** recognize that North America was a single land mass during the Ice Age.
- **SS43.2** explain why geographers divide the United States into regions.
- **SS43.3** identify and locate the five major regions of the United States.
- **SS43.4** analyze geographical and historical features that make regions distinct.
- **SS43.5** define and identify major landforms of the regions of the United States.
- **SS43.6** discuss the importance of the environment.
- **SS43.7** read and interpret an elevation map.
- **SS43.8** compare the wide variety of climates found within the United States.
- **SS43.9** compare climate and weather found in the United States.
- **SS43.10** explain several conditions that affect climate.
- **SS43.11** explain differences in climate due to the tilt of the Earth.
- **SS43.12** identify major renewable, nonrenewable, and human resources found within the United States.
- **SS43.13** describe the ecological importance of United States rivers.
- **SS43.14** explain the role of rivers in the development of the United States.
- **SS43.15** name and locate the major lakes and rivers of the United States.
- **SS43.16** analyze why cities are located by rivers.

- **SS43.17** use cardinal and intermediate directions on maps and globes.
- **SS43.18** differentiate between latitude and longitude.
- **SS43.19** use latitude and longitude to locate given places on a map.
- **SS43.20** explain the how to use bar and line graphs and their purpose.
- **SS43.21** show scale by using a scale strip.
- **SS43.22** explain how to read a road map.
- **SS43.23** identify and locate the national capital of the United States.
- **SS43.24** use resource materials to identify and locate the fifty states.
- **SS43.25** use resource materials to identify and locate the capitals of each state.
- **SS43.26** identify symbols, colors, and lines that indicate information on a map.
- **SS43.27** identify and locate Canada and Mexico in relation to the United States.
- **SS43.28** use a compass to determine direction.
- **SS43.29** use the terms *sea level*, *altitude*, and *elevation* when referring to relief maps.
- **SS43.30** use an atlas for special purpose maps (e.g., rainfall and population maps).
- **SS43.31** identify land and water formations by their proper names on a map or globe.

IV. BEHAVIORAL SCIENCES

The students will:

- **SS44.1** define the terms *culture* and *custom*.
- **SS44.2** explain the importance of separate and shared heritages in the United States.
- **SS44.3** describe symbols that welcome immigrants to the United States.
- **SS44.4** describe the effect of climate on the ways of life in the five regions of the United States.
- **SS44.5** identify cause and effect relationships.
- **SS44.6** describe the culture of the Native Americans of each region.
- **SS44.7** explain how forced resettlement affects a people and its culture.
- **SS44.8** examine the treatment of African Americans who lived under slavery.
- **SS44.9** compare the life of an immigrant today to that of one from the past.
- **SS44.10** trace the shift from rural to urban and the emergence of the megalopolis.

V. ECONOMICS

The students will:

- **SS45.1** describe how the geography of the five United States regions influences the economy of the regions.
- **SS45.2** describe the economy of the United States under the free enterprise system.
- **SS45.3** identify key parts of the United States economy.

- **SS45.4** describe how economies of the regions are interrelated.
- **SS45.5** explain which factors make agriculture profitable.
- **SS45.6** describe the effect of climate on the economy of the five regions of the United States.
- **SS45.7** summarize the agricultural practices and products of each region.
- **SS45.8** analyze modern ranching and logging methods.
- **SS45.9** explain how each region's climate contributes to its tourism industry.
- **SS45.10** explore the effect of tourism on the environment of various United States landmarks (e.g., the Grand Canyon and Yellowstone National Park).
- **SS45.11** describe the growth of aquaculture (i.e., the business of raising of fish in watery "farms").
- **SS45.12** trace the impact of the Industrial Revolution on the employment of immigrants.
- **SS45.13** describe the problems facing big cities.
- **SS45.14** compare and analyze contrasting points of view on dealing with waste and conservation.
- **SS45.15** explain why cities on the Great Lakes are good places for manufacturing.
- **SS45.16** analyze the impact of agribusiness on family farms and settlement patterns.

THEME: PENNSYLVANIA

I. HISTORY

The students will:

- **SS41.1p** describe how archeologists learned about the first Pennsylvanians.
- **SS41.2p** identify and locate the Native American tribes who lived in present day Pennsylvania.
- **SS41.3p** identify the Europeans who explored the Delaware Bay area and analyze the reasons for European settlement.
- **SS41.4p** identify early Dutch and Swedish settlements in the Pennsylvania region.
- **SS41.5p** analyze why many immigrants came to colonial Pennsylvania.
- **SS41.6p** identify Benjamin Franklin's most important inventions and contributions to colonial life.
- **SS41.7p** identify the allies and the outcome of the French and Indian War.
- **SS41.8p** explain the effect of the Treaty of Paris on French land in Pennsylvania.
- **SS41.9p** discuss ways in which Pennsylvanians participated in the American Revolution.
- **SS41.10p** identify key Pennsylvanians who took part in the Constitutional Convention.
- **SS41.11p** explain the key role Philadelphia played in our country's early history.
- **SS41.12p** research the Abolition Movement.

- **SS41.13p** discuss the importance of the Underground Railroad in Pennsylvania.
- **SS41.14p** evaluate Pennsylvania's role in the Civil War.
- **SS41.15p** analyze the significance of the Battle of Gettysburg.
- **SS41.16p** discuss the educational advances made in Pennsylvania in the early 1800s.
- **SS41.17p** describe the ways Pennsylvanians helped their country during World War II.
- **SS41.18p** describe the incident at Three Mile Island.
- **SS41.19p** compare and contrast different points of view regarding nuclear power as a source of electricity.
- **SS41.20p** demonstrate an awareness of the important personalities and events in Pennsylvania during the 20th century. (See page 52 for a list of famous Pennsylvanians.)

II. POLITICAL SCIENCE

The students will:

- **SS42.1p** examine how William Penn's Quaker beliefs influenced his ideas for governing the Pennsylvania colony.
- **SS42.2p** identify the three branches of state government and describe the function and responsibilities of each branch.
- **SS42.3p** describe various forms of local government.
- **SS42.4p** explain the organization of their local and county governments and identify the services provided by each.
- **SS42.5p** identify the duties and rights of citizenship (e.g., obey laws, pay taxes, jury duty, voting, protection, and justice).

- **SS42.6p** compare and contrast the duties and rights of citizenship.
- **SS42.7p** recognize Pennsylvania’s state symbols and explain their origin (e.g., motto, flag, seal, flower, bird, tree, song, and fish).
- **SS42.8p** analyze the growth of unions and their effect on labor laws in Pennsylvania.

III. GEOGRAPHY

The students will:

- **SS43.1p** locate and identify the state of Pennsylvania, its capital, major cities, and their hometowns.
- **SS43.2p** describe the relative location of Pennsylvania using:
 - region;
 - latitude and longitude;
 - political and natural boundaries;
 - location with reference to other parts of the United States and Canada.
- **SS43.3p** relate the size of Pennsylvania in area to that of other states.
- **SS43.4p** locate and describe Pennsylvania’s major geographic regions:
 - Atlantic Coastal Plain;
 - Piedmont;
 - Ridge and Valley;
 - Allegheny Plateau;
 - Lake Plain.
- **SS43.5p** locate Pennsylvania’s major landforms and water systems.
- **SS43.6p** list the current five largest cities in Pennsylvania and the factors that contributed to their development.
- **SS43.7p** read and interpret climate, population, resource, and other specific purpose maps of Pennsylvania.
- **SS43.8p** describe the types of severe weather that affects Pennsylvania.

- **SS43.9p** list the major natural resources of Pennsylvania and explain their influence on the development of Pennsylvania.
- **SS43.10p** understand how the geographic features of Pennsylvania have affected the development of industry, transportation, farming, tourism, and trade in the state.

IV. BEHAVIORAL SCIENCE

The students will be able to:

- **SS44.1p** compare the cultures of the Native American tribes (e.g., Erie, Iroquois, Lenape, Shawnee, Woodland, and Susquehannock) who lived in present day Pennsylvania.
- **SS44.2p** identify contributions of the European settlers (e.g., Swedes, Dutch, and English) in architecture, government, customs, and food.
- **SS44.3p** illustrate how farming changed the lives of early Pennsylvanians.
- **SS44.4p** recognize different cultures that co-exist in Pennsylvania.
- **SS44.5p** explain the cultural origins of some of Pennsylvania's many festivals and celebrations.
- **SS44.6p** discuss the different religions practiced by Pennsylvanians.
- **SS44.7p** identify different forms of art and name Pennsylvania's artists known for each type.
- **SS44.8p** analyze the status of women in Pennsylvania in the early 1800s.
- **SS44.9p** describe the recreational opportunities in Pennsylvania's state and national parks and forests.

V. ECONOMICS

The students will:

- **SS45.1p** examine how Pennsylvania grew economically during the colonial period.
- **SS45.2p** trace the development of trade, transportation, and industrialization in Pennsylvania.
- **SS45.3p** examine the development of the coal and oil industries in the 1800s.
- **SS45.4p** investigate the effects growing industries had on Pennsylvania's population.
- **SS45.5p** identify products manufactured in Pennsylvania.
- **SS45.6p** identify and analyze Pennsylvania's industries:
 - agriculture (e.g., poultry, dairy, livestock, vegetables, fruits, and grains);
 - mining (e.g., coal, oil, and stone);
 - forestry.
- **SS45.7p** discuss how new farming methods and machinery of the 1800s affected Pennsylvania farming.
- **SS45.8p** explain the effect steamboats and canals had on water travel.
- **SS45.9p** evaluate the development of turnpikes in Pennsylvania.
- **SS45.10p** describe how a free enterprise system works in Pennsylvania.
- **SS45.11p** identify Pennsylvania's processing and manufacturing industries and describe their development and importance.
- **SS45.12p** identify Pennsylvania's service industries and recognize the role of service employees.
- **SS45.13p** recognize the interdependence of all workers.

- **SS45.14p** identify inventors and entrepreneurs of Pennsylvania and recognize their contributions to the economy.
- **SS45.15p** identify factors which influence the economy of Pennsylvania (e.g., transportation and communication).
- **SS45.16p** identify the importance of protecting local lakes and rivers.
- **SS45.17p** explore environmental issues relevant to the hometown community and the state (e.g., nuclear power, preservation of farm lands and wetlands, and Chesapeake Bay pollution).

Famous Persons in Pennsylvania's History

Louisa May Alcott, novelist
Marian Anderson, singer
John James Audubon, naturalist
Matthias Baldwin, industrialist
Samuel Barber, composer
John Barrymore, actor
John Bartram, botanist
Steven Vincent Benet, poet & novelist
Nicholas Biddle, author & public official
Nellie Bly, journalist
James Buchanan, U.S. President
Henry Burleigh, composer
Andrew Carnegie, industrialist
Rachel Carson, marine biologist & author
Mary Cassatt, artist
Wilt Chamberlain, athlete
Roberto Clemente, athlete
Bill Cosby, actor
Perry Como, singer
John Dickinson, Revolutionary War patriot
Edwin Drake, oilman
Blessed Katherine Drexel, missionary
Thomas Eakins, artist
W.C. Fields, actor
John Fitch, inventor
Stephen Foster, composer
Benjamin Franklin, statesman
Henry Clay Frick, industrialist
Robert Fulton, inventor
Martha Graham, dancer
Alexander Haig, general & statesman
Oscar Hammerstein, composer
Winfield Scott Hancock, Civil War general
Edward Hand, Revolutionary War physician
Henry John Heinz, manufacturer
Matthew Henson, explorer
Milton Hershey, manufacturer
Lewis Isadore Kahn, architect
George Simon Kauffman, playwright

Gene Kelly, actor
Grace Kelly, actress
Connie Mack, baseball manager
George McClellan, Civil War general
William McGuffey, educator
George Marshall, Army chief of staff
George Meade, Civil War general
Andrew Mellon, financier
James Michener, author
Robert Morris, Revolutionary War patriot
Lucretia Coffin Mott, abolitionist
Stan Musial, athlete
Joe Namath, athlete & actor
St. John Neumann, bishop
Thomas Paine, Revolutionary War patriot
Charles Willson Peale, artist
Oliver Hazard Perry, War of 1812
Robert Edwin Perry, explorer
William Penn, founder of Pennsylvania
Gifford Pinchot, conservationist
Joseph Priestley, scientist
Thomas Ridge, governor
David Rittenhouse, astronomer
Betsy Ross, seamstress
Benjamin Rush, Revolutionary War physician
Mike Schmidt, athlete
Colonel Strong Vincent, Civil War
Thaddeus Stevens, abolitionist
Jimmy Stewart, actor
Thomas Sully, artist
Jim Thorpe, athlete
John Wanamaker, merchant
Anthony Wayne, Revolutionary War general
Benjamin West, artist
George Westinghouse, inventor
Daniel Williams, surgeon
James Wilson, Revolutionary War patriot
Andrew Wyeth, artist

GRADE 4 Key Terms

The students will be able to demonstrate an understanding of the following terms:

abolition	fact	nation
adaption	factory	national park
agribusiness	federal government	Native American
agriculture	fertile	needs and wants
almanac	flow chart	nuclear power
ancestor	free enterprise	opinion
aquaculture	fuel	petroleum
artifact	goods and services	pictograph
assembly line	government	pioneer
bar graph	governor	pollution
Bill of Rights	graph	population
boycott	growing season	prediction
career	harvest	primary source
cash crop	herding	producer
cattle drive	heritage	profit
circle graph	history	recycle
citizen	hydroelectric power	refinery
city	Ice Age	republic
city council	immigrant	reservation
commonwealth	import	route
communication	independence	rural
communism	index	secondary source
commute	industry	segregation
Congress	interdependent	settler
conservation	interest	skyscraper
Constitution	interstate highway	slavery
consumer	investor	state
country	law	suffrage
culture	line graph	Supreme Court
custom	livestock	symbol
Declaration of Independence	local government	tax
democracy	long house	technology
democratic	manufacture	territory
economy	mass production	time line
elect	mayor	tourist
empire	migrant	town meeting
employee	mining	trade
employer	mission	transcontinental
ethnic group	monument	transportation
explorer	museum	union
export		volunteer
		vote

rural
scale
Scranton
sea
sea level
shore
source (of a waterway)
south
South America
southeast

South Pole
southwest
state
strait
suburban
temperature
timberline
tornado
transportation map
tributary

Tropic of Cancer
Tropic of Capricorn
urban
valley
volcano
Washington, D.C.
waterfall
wetland
windstorm

GRADE 5

THEME: THE AMERICAS Canada, Latin America, and the United States

Special Note: The concentration of study at the fifth grade level is intended to be given to Canada and Latin America. The United States should be studied in light of its past, present, and future relationship with each country.

Latin America encompasses the regions of Mexico, Central America, the Caribbean, and South America. Mexico and Central America are also called Middle America by some sources.

The curriculum has been organized by country with specific performance objectives in history, political science, geography, behavioral science, and economics. However, there are several general objectives in geography that span the fifth grade curriculum. These general objectives are extensions of skills which were introduced at previous grade levels.

GENERAL GEOGRAPHY OBJECTIVES

The students will:

- **SS5.1** recognize and describe the five fundamental themes of geography (i.e., region, human-environmental interaction, location, place, and movement).
- **SS5.2** create and interpret graphs (i.e., circle, line, bar, and pictographs).
- **SS5.3** create and interpret maps (i.e., historical, political, physical, relief, elevation, road, contour, and population maps).
- **SS5.4** interpret, analyze, and construct time lines.
- **SS5.5** interpret time zones.

- **SS5.6** identify and compare equal-area and Mercator projections.
- **SS5.7** demonstrate and apply their knowledge of United States geography.
- **SS5.8** demonstrate and apply their knowledge of world geography.

CANADA

I. HISTORY

The students will:

- **SS51.1c** discuss current events with emphasis on events related to Canada.
- **SS51.2c** identify and describe the first Canadians, their arrival from Asia, where they settled, and how they lived.
- **SS51.3c** trace the routes of the early explorers of North America and explain the purpose of the explorations.
- **SS51.4c** describe the influences Native Americans had on the European settlers of Canada.
- **SS51.5c** identify the participants of the French and Indian War.
- **SS51.6c** relate the significance of the French and Indian War.
- **SS51.7c** identify the challenges faced by Canadians living in the 1800s (e.g., War of 1812 and the Durham Report).
- **SS51.8c** explain why Canadian ethnic groups were unhappy with British rule.
- **SS51.9c** list the problems Canadians faced in their quest for self-government.

- **SS51.10c** recognize individuals who helped Canada gain independence from Great Britain (e.g., William Lyon Mackenzie, Louis Papineau, and the Earl of Durham).
- **SS51.11c** describe the events of the 1900s that strengthened the Canadian nation (e.g., the world wars and the Constitution of 1982).
- **SS51.12c** explain why Canada is often described as a mosaic of peoples and cultures.
- **SS51.13c** explain the difference between Canada's mosaic of people and the cultural blend in the United States.

II. POLITICAL SCIENCE

The students will:

- **SS52.1c** describe how the rebellions by the Canadian citizens led to greater self-government.
- **SS52.2c** explain that separatism is a movement to break away from a nation or province.
- **SS52.3c** discuss how separatism did affect and continues to affect Canadian politics.
- **SS52.4c** explain how the governments of Canada and the United States evolved from the British form of government.
- **SS52.5c** describe how Canada's parliamentary democracy is organized.
- **SS52.6c** discuss the similarities and differences between the governments of Canada and the United States.
- **SS52.7c** explain the basis of Canada's membership in the Commonwealth of Nations.
- **SS52.8c** define the responsibilities of good citizenship in Canada.
- **SS52.9c** compare and contrast the role of citizens in Canada and the United States.

III. GEOGRAPHY

The students will:

- **SS53.1c** locate Canada on a map or globe.
- **SS53.2c** describe Canada's relative location in the world.
- **SS53.3c** describe and locate the six physical regions (i.e., Appalachian Highlands, Western Mountain Region, Arctic Islands, Interior Plains, Great Lakes-St. Lawrence Lowlands, and Canadian Shield).
- **SS53.4c** compare and contrast the geography of the six regions.
- **SS53.5c** identify and locate the Canadian provinces and territories and their capitals with the use of resource materials.
- **SS53.6c** identify that Ottawa is Canada's capital and locate it on a map or globe.
- **SS53.7c** identify the major waterways and landforms.
- **SS53.8c** identify the major natural resources.
- **SS53.9c** describe the factors (e.g., latitude, longitude, elevation, and climate zones) that influence Canada's climate.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS54.1c** identify the origins of the first Canadians and the reasons for their probable migration to the Western Hemisphere.
- **SS54.2c** recognize how language, ethnic groups, religion, art, and recreation shaped Canada's past and present culture.
- **SS54.3c** summarize the life style of the Indian groups of early Canada.

- **SS54.4c** recognize the link between the environment and the quality of life for the early settlers.
- **SS54.5c** describe the legacy of the French and British cultures in the mosaic of Canada.
- **SS54.6c** recognize that Native Americans are Indians of both Canada and the United States.
- **SS54.7c** describe the living conditions of the Native American groups.

V. ECONOMICS

The students will:

- **SS55.1c** describe how the Canadian economy depends on its natural resources (e.g., minerals, forests, and water).
- **SS55.2c** identify that Canada has a developed economy.
- **SS55.3c** recognize that a developed economy is a system in which workers with advanced methods, machinery, and technology use a wide variety of resources in many different ways to produce numerous goods and services.
- **SS55.4c** recognize that the service industry is responsible for the largest number of jobs in Canada's economic system.
- **SS55.5c** compare and contrast the factory systems of Canada and the United States.
- **SS55.6c** describe Canada's trade relations with the United States and other countries.
- **SS55.7c** explain the significance of the North American Free Trade Agreement (NAFTA) which was signed by Canada, Mexico, and the United States.
- **SS55.8c** describe the economic challenges currently facing the Canadian people.

GENERAL OBJECTIVES: REGIONS OF LATIN AMERICA

Special Note: Latin America as we know it today encompasses the regions of Mexico, Central America, the Caribbean, and South America. In the ancient world of the Western Hemisphere, these divisions did not exist. In order to understand the development of Latin America, students should explore its early history. The following general objectives have been created for that purpose.

The students will:

- **SS5.11** name the three Indian groups of early Latin America (i.e., Aztec, Mayan, and Inca).
- **SS5.12** identify the accomplishments that contributed to the success of the Aztec, Mayan, and Incan civilizations.
- **SS5.13** compare and contrast the Aztec, Mayan, and Incan civilizations.
- **SS5.14** describe the reasons for exploration in the Western Hemisphere.
- **SS5.15** trace the routes of European exploration in the Western Hemisphere.
- **SS5.16** describe how European conquistadors were able to destroy the Aztec and Incan empires.
- **SS5.17** analyze major events and motives in the colonization of Latin America.
- **SS5.18** explain how revolutions in France and the United States affected Latin America.
- **SS5.19** draw conclusions about how the Spanish and Portuguese affected the structure of the Latin American society (e.g., class system).
- **SS5.20** describe the role of missionaries in the Spanish colonies.
- **SS5.21** explain how slavery developed in Latin America.

- **SS5.22** identify the major ethnic groups of Latin America (i.e., European, African, Indian, mestizos, and mulattos).
- **SS5.23** describe what life was like in the Latin American colonies.

MEXICO: A REGION OF LATIN AMERICA

I. HISTORY

The students will:

- **SS51.1m** discuss current events with emphasis on events related to Mexico.
- **SS51.2m** describe how the Mexicans won independence from Spain.
- **SS51.3m** analyze the events of the Mexican-American War which resulted in the loss of Mexican territories to the United States.
- **SS51.4m** explain European intervention in Mexico in the mid-1800s.
- **SS51.5m** identify the causes and results of the 1910 Revolution.
- **SS51.6m** identify Mexico's leaders during the time of reform and revolution.

II. POLITICAL SCIENCE

The students will:

- **SS52.1m** describe the obstacles Mexicans and those who led them faced in the struggle for democracy.
- **SS52.2m** summarize the impact the Constitution of 1917 had on the Mexican government.
- **SS52.3m** name the current form of government in Mexico.
- **SS52.4m** describe the political relationship between Mexico and the United States.

III. GEOGRAPHY

The students will:

- **SS53.1m** locate Mexico on a map or globe.
- **SS53.2m** describe Mexico's relative location in the world.
- **SS53.3m** identify the major waterways and landforms of Mexico.
- **SS53.4m** list the major natural resources of Mexico.
- **SS53.5m** show how the factors (e.g., latitude, longitude, elevation, and climate zones) influence Mexico's climate.
- **SS53.6m** explain that Mexico is divided into states.
- **SS53.7m** identify Mexico City as the capital of Mexico and locate it on a map or globe.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS54.1m** identify the origins of the first Mexicans and the reasons for their probable migration to the Western Hemisphere.
- **SS54.2m** recognize how language, ethnic groups, religion, art, and recreation shaped Mexico's past and present culture.
- **SS54.3m** describe how earthquakes and volcanoes affect the lives of Mexicans.
- **SS54.4m** explain the effects climate has on life in Mexico.

V. ECONOMICS

The students will:

- **SS55.1m** describe how extended families are important to the social and economic structure of Mexico.
- **SS55.2m** explain why many Mexicans look for jobs in the United States.
- **SS55.3m** describe Mexico's developing economy and its relation to population growth.
- **SS55.4m** compare and contrast the factory systems of Mexico and the United States.
- **SS55.5m** explain the significance of the North American Free Trade Agreement (NAFTA) which was signed by Canada, Mexico, and the United States.
- **SS55.6m** describe the economic challenges currently facing the Mexican people.

CENTRAL AMERICA: A REGION OF LATIN AMERICA

I. HISTORY

The students will:

- **SS51.1ca** discuss current events with emphasis on events related to Central America.
- **SS51.2ca** identify individuals who have had social, economic, or political influence on the history of Central America.
- **SS51.3ca** summarize the effects of Spanish rule on Central America.
- **SS51.4ca** explain how the United Provinces of Central America became divided.

- **SS51.5ca** explain why the United States' interest in Central America grew (e.g., Cuban relations and the Panama Canal).
- **SS51.6ca** relate the history of the construction of the Panama Canal.
- **SS51.7ca** research the causes and results of Nicaragua's Civil War and the involvement of the United States.

II. POLITICAL SCIENCE

The students will:

- **SS52.1ca** describe the types of governments that developed in Central America in the 1800s.
- **SS52.2ca** describe the factors that contributed to the rise of dictators and political instability.
- **SS52.3ca** explain the effect of a coup on a government.
- **SS52.4ca** recognize that autonomy is the right of self-government and apply the term autonomy to the governments of Central America.
- **SS52.5ca** describe how Central American governments are moving toward democracy.
- **SS52.6ca** describe the political relationship between Central America and the United States.

III. GEOGRAPHY

The students will:

- **SS53.1ca** locate Central America on a map or globe.
- **SS53.2ca** describe Central America's relative location in the world.
- **SS53.3ca** identify the major waterways and landforms of Central America.

- **SS53.4ca** locate the Panama Canal on a map or globe.
- **SS53.5ca** list the major natural resources of Central America.
- **SS53.6ca** describe the factors (e.g., latitude, longitude, elevation, and climate zones) that influence Central America's climate.
- **SS53.7ca** identify and locate the seven countries of Central America (i.e., Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Panama) on a map or globe.
- **SS53.8ca** identify and locate the major cities of Central America.
- **SS53.9ca** distinguish between the Central Highlands and the Coastal Lowlands.
- **SS53.10ca** research how the rain forest emerged.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS54.1ca** identify the origins of the first Central Americans and the reasons for their probable migration to the Western Hemisphere.
- **SS54.2ca** name the three streams of people who comprise the main population of Central America.
- **SS54.3ca** describe the role the United States has played in Central America.
- **SS54.4ca** identify the ethnic groups affecting life in Central America today.
- **SS54.5ca** recognize how language, ethnic groups, religion, art, and recreation shaped Central America's past and present culture.

V. ECONOMICS

The students will:

- **SS55.1ca** describe the relationship between available natural resources and the developing economies of the Central American nations.
- **SS55.2ca** explain how limited resources within a region impact an economy.
- **SS55.3ca** summarize the advantages and disadvantages of a one-crop economy in Central America.
- **SS55.4ca** describe how Central American nations are trying to improve their economies.
- **SS55.5ca** describe the economic challenges currently facing Central Americans.

THE CARIBBEAN: A REGION OF LATIN AMERICA

I. HISTORY

The students will:

- **SS51.1la** discuss current events with emphasis on events related to the Caribbean.
- **SS51.2la** describe the effects of European colonization on the Caribbean region.
- **SS51.3la** explain why enslaved Africans were brought to the Caribbean.
- **SS51.4la** summarize the causes and effects of the Spanish-American War.
- **SS51.5la** describe the role of the United States in the Caribbean region.

II. POLITICAL SCIENCE

The students will:

- **SS52.1la** explain the role of military dictators in the Caribbean.
- **SS52.2la** define *socialism* as an economic system under which all land, banks, factories, and large business are owned and controlled by the government, not individuals.
- **SS52.3la** define *communism* as a system of government in which the government has total control of the economy and the way of life for its citizens.
- **SS52.4la** apply the terms *socialism* and *communism* to Cuba.
- **SS52.5la** discuss the effects of communism in Cuba.
- **SS52.6la** explain the structure of Puerto Rico's government as a territory of the United States.
- **SS52.7la** describe the political relationship between the nations of the Caribbean and the United States.

III. GEOGRAPHY

The students will:

- **SS53.1la** locate on a map or globe the island nations that comprise the Caribbean region.
- **SS53.2la** describe the Caribbean's relative location in the world.
- **SS53.3la** identify the major landforms of the Caribbean.
- **SS53.4la** list the major natural resources of the Caribbean.
- **SS53.5la** describe the factors (e.g., latitude, longitude, elevation, and climate zones) that influence climate in the Caribbean.
- **SS53.6la** describe several ways the Caribbean Islands were formed.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS54.1la** identify the origins of the first Caribbean settlers and the reasons for their probable migration to the Western Hemisphere.
- **SS54.2la** name the three streams of people who comprise the main population of the Caribbean.
- **SS54.3la** describe the effects various geographic features (i.e., climate, resources, and landforms) have on life in the Caribbean.
- **SS54.4la** recognize how language, ethnic groups, religion, art, and recreation shaped the Caribbean's past and present culture.

V. ECONOMICS

The students will:

- **SS55.1la** explain why enslaved Africans were brought to the Caribbean.
- **SS55.2la** describe how sugar cane changed life in the Caribbean.
- **SS55.3la** explain the advantages and disadvantages of a one-crop economy in the Caribbean.
- **SS55.4la** describe ways in which Cuba and Puerto Rico are seeking economic diversity.
- **SS55.5la** explain the relationship between available natural resources and the developing economies of the Caribbean nations.
- **SS55.6la** show how the tourism industry impacts the economics of the Caribbean nations.
- **SS55.7la** describe several ways in which people in the Caribbean earn a living.
- **SS55.8la** describe the economic challenges currently facing the Caribbean people.

SOUTH AMERICA: A REGION OF LATIN AMERICA

I. HISTORY

The students will:

- **SS51.1sa** discuss current events with emphasis on events related to South America.
- **SS51.2sa** describe how South American colonies won their freedom.
- **SS51.3sa** describe colonial Brazil.
- **SS51.4sa** explain how Brazil became a republic.
- **SS51.5sa** identify the nations of South America which are currently independent.

II. POLITICAL SCIENCE

The students will:

- **SS52.1sa** explain why South America has been troubled by frequent political changes and social unrest.
- **SS52.2sa** explain why democracy has often failed in South American countries.
- **SS52.3sa** explain the types of governments in South America.
- **SS52.4sa** describe the political relationship between the countries of South America and the United States.

III. GEOGRAPHY

The students will:

- **SS53.1sa** locate South America on a map or globe.
- **SS53.2sa** describe South America's relative location in the world.

- **SS53.3sa** identify the four major divisions of South America (i.e., North Coast, Adeal, Rio de La Plata, and Brazil) on a map or globe.
- **SS53.4sa** use resource materials to identify the present day countries of South America.
- **SS53.5sa** identify and locate the major cities of South America.
- **SS53.6sa** identify the three major river systems.
- **SS53.7sa** use resource materials to identify the various landforms of South America.
- **SS53.8sa** list the major natural resources of South America.
- **SS53.9sa** describe the factors (e.g., latitude, longitude, elevation, and climate zones) that influence South America's climate.
- **SS53.10sa** describe the geographical theme of movement and the role it has played in Brazil's history.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS54.1sa** identify the origins of the first South Americans and the reasons for their probable migration to the Western Hemisphere.
- **SS54.2sa** compare and contrast traditions in the South American countries.
- **SS54.3sa** discuss the role of change in the South American countries (e.g., change in urban life).
- **SS54.4sa** recognize how language, ethnic groups, religion, art, and recreation shaped South America's past and present culture.
- **SS54.5sa** identify the major social problems challenging Brazil.

- **SS54.6sa** analyze the problems of developing Brazil's interior.
- **SS54.7sa** compare and contrast how Brazilians earn a living in the different regions of Brazil.

V. ECONOMICS

The students will:

- **SS55.1sa** compare and contrast the economies and populations in the four major geographic divisions (i.e., Brazil, Andean, Rio de la Plata, and North Coast).
- **SS55.2sa** explain that the developing economies of the nations of South America are based on limited farm land and attempts at diversification.
- **SS55.3sa** cite several ways in which South American nations are trying to develop their economies.
- **SS55.4sa** determine why Rio de Janeiro is growing so rapidly.
- **SS55.5sa** describe the dilemma of development of the Amazon rain forest.
- **SS55.6sa** explain how the oil boom has been both a benefit and a disadvantage to South America.
- **SS55.7sa** analyze the impact of South America's oil industry on the United States.
- **SS55.8sa** describe the economic challenges currently facing South Americans.

GRADE 5 Key Terms

The students will be able to demonstrate an understanding of the following terms:

abolition	Declaration of	hydroelectric power
A.D.	Independence	igloo
adaptation	democracy	immigrant
adobe	democratic	immigration
agribusiness	developed economy	import
agriculture	developing economy	independence
almanac	dictator	industrialization
ancestor	discrimination	industry
archaeology	diversity	interdependent
artifact	economy	interest
assembly line	election process	interstate highway
autonomy	emigrate	investor
bar graph	emperor	kayak
barrio	empire	law
B.C.	employee	legislation
bilingual	employer	line graph
Bill of Rights	ethnic group	livestock
boycott	exile	local government
career	export	manufacture
cash crop	extended family	mass production
cattle drive	extinct	mayor
century	fact	mestizo
circle graph	factory system	migrant
citizen	federal government	migration
civilization	federal system	mining
civil war	fertile	mission
commercial farming	flow chart	monopoly
commonwealth	foreign debt	monument
communication	free enterprise	mosaic
communism	free trade	mulatto
community	frontier	myth
commute	fuel	NAFTA
Congress	goods and services	nation
conquistador	government	nationalism
conservation	governor	needs and wants
constitution	graph	nomad
consumer	growing season	nuclear power
coup	herding	opinion
culture	heritage	parliamentary democracy
custom	hieroglyphics	petroleum
decade	history	

pioneer
pollution
population
prediction
prehistory
primary source
producer
profit
pyramid
racism
rebellion
recession
recycle
refinery
representative
republic
reservation

rural
secondary source
segregation
separatism
service industry
skyscraper
slavery
socialism
society
subsistence farming
suffrage
supply and demand
Supreme Court
symbol
tariff
tax
technology

tepee
territory
terrorist
time line
tourist
trade
transcontinental
transportation
union
volunteer
vote

GRADE 5 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

acid rain	climograph	fossil fuel
Africa	coast	geography
altiplano	coastal plain	glacier
altitude	Colombia	global grid
Amazon River	colony	globe
Andes Mountains	compass	Great Lakes
Antarctica	compass rose	grid map
aquifer	continent	Guatemala
arable	contour line	gulf
archipelago	contour map	Gulf of Mexico
Arctic Ocean	coral	harbor
Argentina	Costa Rica	hemisphere
Asia	country	hill
Atlantic Ocean	Cuba	historical map
atlas	current	Honduras
Australia	dam	humid
basin	deforestation	hurricane
bay	degree	Indian Ocean
beach	delta	intermediate directions
Belize	desert	irrigation
Bolivia	distribution map	island
border	dominion	isthmus
Brazil	drought	lagoon
butte	dune	lake
Canada	Earth	lake effect
Canadian Shield	earthquake	landform
canal	east	landlocked
canyon	Ecuador	large scale map
cape	elevation	Latin America
Cape Horn	elevation map	latitude
cardinal directions	El Salvador	leeward
Caribbean	environment	locator
Central America	Equator	lock
Chile	erosion	longitude
city	Europe	map key
cliff	fall line	megalopolis
climate	fault	Mercator projection
climate zone	fjord	meridian
	flood	mesa
	foothills	metropolitan area

Mexico
Mexico City
mineral
Montreal
mountain
mountain range
mouth (of a river)
natural resource
navigable
Nicaragua
nonrenewable resource
north
North America
northeast
North Pole
northwest
oasis
ocean
Ottawa
Pacific Ocean
Panama
Panama Canal
Paraguay
parallel
peak
peninsula
permafrost
Peru
physical map
pictograph

plain
plateau
polar climate
political map
port
prairie
precipitation
Prime Meridian
product map
projection
Puerto Rico
Quebec
rain forest
rain shadow
rapids
reef
region
relief map
renewable resource
reservoir
Rio de Janeiro
river
river basin
road map
scale
sea
sea level
shore
small scale map
source (of a waterway)

south
South America
southeast
South Pole
southwest
strait
suburban
temperate climate
terrace
timberline
time zone
tornado
Toronto
trade winds
transportation map
tributary
tropical climate
Tropic of Cancer
Tropic of Capricorn
tundra
urban
Uruguay
valley
vegetation
Venezuela
volcano
waterfall
west
wetland
windward

GRADE 6

THEME: THE ANCIENT CIVILIZATIONS AND REGIONS OF THE WORLD

Special Note: At the sixth grade level, the social studies curriculum includes the ancient civilizations and six of the world's regions. The curriculum is intended as an introduction to the ancient civilizations and their role in the development of the modern nations. Students will examine the ancient civilizations of Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia.

In order to broaden the student's general knowledge of the world, the following regions are also explored: (1) Western Europe, (2) Eastern Europe and Northern Asia, (3) The Middle East and North Africa, (4) Sub-Saharan Africa, (5) Southern and Eastern Asia, and (6) The Nations of the Pacific. Please note that the seventh region of the world, the Western Hemisphere, is included in the fifth grade curriculum.

ANCIENT CIVILIZATIONS

I. HISTORY

The students will:

- **SS61.1ac** recognize the role of archaeology in understanding prehistory.
- **SS61.2ac** identify methods historians employ to study and record history (e.g., archaeological digs and the study of primary and secondary sources).
- **SS61.3ac** explain the meaning and use of the terms *B.C.* and *A.D.*
- **SS61.4ac** describe the Old Stone Age and place it in time.
- **SS61.5ac** cite the major achievements of ancient Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia.

- **SS61.6ac** describe hieroglyphics, the Egyptian system of writing, and explain its importance.
- **SS61.7ac** explain how cuneiform developed and how it affected Mesopotamia.
- **SS61.8ac** describe the migration of the Aryans into the Indus River Valley.
- **SS61.9ac** place in proper sequence the events that helped to build the Chinese Empire.
- **SS61.10ac** identify the great thinkers of Athen's Golden Age (e.g, Pericles, Hypocrites, Socrates, and Plato).
- **SS61.11ac** analyze the effects of war on Athens.
- **SS61.12ac** describe the legendary founding of Rome (i.e., the story of Romulus and Remus).
- **SS61.13ac** summarize the cause and effect of the Punic Wars.
- **SS61.14ac** cite reasons for the decline of the Roman Empire.

II. POLITICAL SCIENCE

The students will:

- **SS62.1ac** list the types of government in ancient Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia.
- **SS62.2ac** explain how Egypt was united.
- **SS62.3ac** describe the pharaohs' central role in Egyptian development and life.
- **SS62.4ac** analyze the make-up of the social pyramid that was ancient Egypt.
- **SS62.5ac** show how Hammurabi's rule helped Babylon gain power.

- **SS62.6ac** identify the chief castes of Hinduism.
- **SS62.7ac** analyze the polis organization of ancient Greece.
- **SS62.8ac** describe how Rome's republic worked.
- **SS62.9ac** compare and contrast the two empires into which the Roman Empire was divided.
- **SS62.10ac** describe the caliphate established and headquartered at Baghdad.

III. GEOGRAPHY

The students will:

- **SS63.1ac** locate Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia on a historical map.
- **SS63.2ac** describe how floods enriched and fertilized Egypt's land.
- **SS63.3ac** evaluate the effects of the floods of the Tigris and Euphrates Rivers.
- **SS63.4ac** describe how the farmers of Mesopotamia controlled their floods.
- **SS63.5ac** locate the Indus River on a map and trace its flow.
- **SS63.6ac** explain how geography helped to destroy India's Harappian civilization.
- **SS63.7ac** locate the Huang River on a map and trace its flow.
- **SS63.8ac** explain how the Huang River both enriched the soil and destroyed the fields.
- **SS63.9ac** explain how the rugged terrain challenged people of ancient Greece.
- **SS63.10ac** describe the effects of the sea on life in Greece.

- **SS63.11ac** summarize the main geographic features of the Roman Empire.
- **SS63.12ac** explain why the geography of the Italian Peninsula would attract human settlement.
- **SS63.13ac** describe the main geographic features of the Arabian Peninsula.
- **SS63.14ac** discuss methods the Arabs developed to adapt to their challenging environment.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1ac** describe the characteristics of the Old Stone Age culture.
- **SS64.2ac** describe the work and home life of ordinary ancient Egyptians, Mesopotamians, Indians, Chinese, Greeks, Romans, and Arabians.
- **SS64.3ac** describe how Egypt's cultural horizons were broadened by both trade and war.
- **SS64.4ac** explain that Judaism is the religious belief of the Hebrews.
- **SS64.5ac** analyze how Mesopotamian cultural values shaped the social life of its citizens.
- **SS64.6ac** identify major beliefs of Hinduism and explain how these beliefs created a unique social structure.
- **SS64.7ac** describe the development of Buddhism, its major beliefs, and the spread of Buddhism across Asia.
- **SS64.8ac** assess the effects of Confucius' teachings on the Chinese culture.
- **SS64.9ac** compare and contrast the cultures of Sparta and Athens.

- **SS64.10ac** recognize that the modern Olympics are borrowed from ancient Greece.
- **SS64.11ac** compare and contrast the mythologies of Rome and Greece and determine how they helped people to explain natural occurrences.
- **SS64.12ac** compare and contrast the mythologies of Rome and Greece to legends in Native America.
- **SS64.13ac** show how Greek culture became infused in other ancient civilizations.
- **SS64.14ac** provide examples which illustrate how ancient Greece significantly influences today's education, government, philosophy, sports, and drama.
- **SS64.15ac** explain how Christianity developed and spread in the ancient civilizations.
- **SS64.16ac** describe the legacy that Roman engineering left to the world.
- **SS64.17ac** explain how the Islamic religion developed and spread in the ancient civilizations.

V. ECONOMICS

The students will:

- **SS65.1ac** discuss how the development of agriculture changed human life in the ancient civilizations of Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia.
- **SS65.2ac** analyze the economies of ancient Egypt, Mesopotamia, India, China, Greece, Rome, and Arabia.
- **SS65.3ac** explain how Egyptians interacted with the Nile River to develop a rich agriculture.
- **SS65.4ac** compare ancient Egyptian sailing technologies with those used today.

- **SS65.5ac** analyze the ways that trade and human movement linked the cities of the Fertile Crescent.
- **SS65.6ac** recognize the economic impact the silk-making industry had on China.
- **SS65.7ac** explain how sea trade served as a lifeline for Greece.

WESTERN EUROPE

I. HISTORY

The students will:

- **SS61.1we** discuss current events with emphasis on events related to Western Europe.
- **SS61.2we** identify the achievements of early European exploration.
- **SS61.3we** explain why Europeans wanted to move out far beyond their continent.
- **SS61.4we** identify Napoleon and analyze his affect on France and Europe.
- **SS61.5we** discuss the consequences of the world wars on the countries of Europe (e.g., changes in political units, government, and economics).

II. POLITICAL SCIENCE

The students will:

- **SS62.1we** identify the Magna Carta and explain its importance in the development of political freedom.
- **SS62.2we** recognize that the constitutional monarchy form of government in Great Britain served as a model for several governments of Western Europe.

- **SS62.3we** explain how the contributions of British traditions and institutions led to the growth of democracy world wide.
- **SS62.4we** explain the role of the European Union.
- **SS62.5we** explain why the French constitution allows for a strong president.
- **SS62.6we** compare and contrast the current forms of government in Western Europe.
- **SS62.7we** describe the political relationship between Western European countries and the United States.

III. GEOGRAPHY

The students will:

- **SS63.1we** locate Western Europe on a map or globe.
- **SS63.2we** describe Western Europe's relative location in the world.
- **SS63.3we** describe the main geographic features of Western Europe.
- **SS63.4we** explain how Western Europe's geography has contributed to the growth of civilization.
- **SS63.5we** compare the average population density of Western Europe with that of the United States.
- **SS63.6we** describe the climates of the Western European countries.
- **SS63.7we** describe how the Gulf Stream, Atlantic winds, the Alps, and the Pyrenees influence Western Europe's climate.
- **SS63.8we** describe the effects of acid rain on the forests of Western Europe.
- **SS63.9we** list Western Europe's most important natural resources.
- **SS63.10we** point out the advantages of Western Europe's waterways.

- **SS63.11we** explain why no European country can solve its pollution problem by itself.
- **SS63.12we** use resource materials to identify the present day countries of Western Europe.
- **SS63.13we** use resource materials to identify the five major peninsulas of Western Europe and name the countries found on each peninsula.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1we** recognize how language, ethnic groups, religion, art, and recreation shaped Western Europe's past and present culture.
- **SS64.2we** describe the roles that language and religion play in uniting the people of Western Europe.
- **SS64.3we** describe the achievements of the major Renaissance masters.
- **SS64.4we** name the two groups involved in the conflict in Northern Ireland and give reasons for the conflict.
- **SS64.5we** compare and contrast the Roman Catholic and the Greek Orthodox churches.

V. ECONOMICS

The students will:

- **SS65.1we** recognize Great Britain as the home of the Industrial Revolution.
- **SS65.2we** analyze how the Industrial Revolution changed the ways people lived and worked.
- **SS65.3we** describe how geography has influenced the economies of Western Europe.

- **SS65.4we** illustrate how the European Union is affecting the European economy.
- **SS65.5we** analyze the role of tourism in Western Europe.
- **SS65.6we** name several traditional industries in Western Europe.
- **SS65.7we** explain why a diversified economy is important to the prosperity of Western Europe.
- **SS65.8we** discuss the problems of a mixed economy.
- **SS65.9we** compare and contrast the economies of the Western European countries.
- **SS65.10we** describe the economic challenges currently facing Western Europeans.
- **SS65.11we** describe the economic relationship between Western Europe and the United States.

EASTERN EUROPE AND NORTHERN ASIA

I. HISTORY

The students will:

- **SS61.1ee** discuss current events with emphasis on events related to Eastern Europe and Northern Asia.
- **SS61.2ee** explain how nationalism led to a series of national alliances.
- **SS61.3ee** describe the collapse of the former Soviet Union.
- **SS61.4ee** use resource materials to discover the different countries and ethnic groups which were formerly part of the Soviet Union.

II. POLITICAL SCIENCE

The students will:

- **SS62.1ee** describe the role of the Commonwealth of Independent States.
- **SS62.2ee** discuss the influence of Karl Marx.
- **SS62.3ee** analyze the development of Communist rule over the Soviet Union.
- **SS62.4ee** describe perestroika and glasnost and how they affected political and cultural life in the countries which were formerly part of the Soviet Union.
- **SS62.5ee** compare and contrast the current forms of government in Eastern Europe and Northern Asia.
- **SS62.6ee** describe the political relationship between the Eastern European and Northern Asian countries and the United States.

III. GEOGRAPHY

The students will:

- **SS63.1ee** locate Eastern Europe and Northern Asia on a map or globe.
- **SS63.2ee** describe Eastern Europe and Northern Asia's relative location in the world.
- **SS63.3ee** describe the main physical features of Eastern Europe and Northern Asia.
- **SS63.4ee** explain why the Volga and Danube Rivers are important to this region.
- **SS63.5ee** compare and contrast the amount of mineral reserves in Eastern Europe and countries of the former Soviet Union.
- **SS63.6ee** compare and contrast the climate of Moscow with those of major cities in Eastern Europe and Northern Asia.

- **SS63.7ee** analyze land use in Eastern Europe and Northern Asia.
- **SS63.8ee** describe the soil and vegetation of Eastern Europe and Northern Asia.
- **SS63.9ee** use resource materials to identify the present day countries of Eastern Europe and Northern Asia.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1ee** recognize how language, ethnic groups, religion, art, and recreation shaped Eastern Europe and Northern Asia's past and present culture.
- **SS64.2ee** identify the former Soviet government's point of view regarding religion.
- **SS64.3ee** explain what is distinctive about Eastern Europe and Northern Asia's art and leisure activities.

V. ECONOMICS

The students will:

- **SS65.1ee** explain the effect a command economy has had on Eastern Europe and Northern Asia.
- **SS65.2ee** analyze contrasting points of view concerning the change from a command economy to a market economy.
- **SS65.3ee** explain the importance of mining, manufacturing, and agriculture to Eastern Europe and Northern Asia.
- **SS65.4ee** describe the economic challenges currently facing Eastern Europeans and Northern Asians.

THE MIDDLE EAST AND NORTH AFRICA

I. HISTORY

The students will:

- **SS61.1me** discuss current events with emphasis on events related to the Middle East and North Africa.
- **SS61.2me** explain why the Jewish people struggled for a homeland.
- **SS61.3me** discuss several major sources of conflict in the Middle East and North Africa.
- **SS61.4me** relate the consequences of Anwar Sadat's peace treaty with Israel.
- **SS61.5me** explain the spread of European colonization across North Africa.
- **SS61.6me** list the major reasons for and the effects of population growth in North Africa.

II. POLITICAL SCIENCE

The students will:

- **SS62.1me** explain how Islamic law has influenced the legal systems of Middle Eastern countries.
- **SS62.2me** explain the effects of foreign rule on North Africa.
- **SS62.3me** describe the problems that independence brought to many North African countries.
- **SS62.4me** compare and contrast the various forms of government currently found in the Middle East and North Africa.
- **SS62.5me** describe the political relationship between the Middle East and North African countries and the United States.

III. GEOGRAPHY

The students will be able to:

- **SS63.1me** locate the Middle East and North Africa on a map or globe.
- **SS63.2me** describe the Middle East and North Africa's relative location in the world.
- **SS63.3me** describe the main physical features of the Middle East and North Africa.
- **SS63.4me** explain why many geographers consider the Middle East and North Africa to be an important crossroads.
- **SS63.5me** identify the Fertile Crescent and name the two most important rivers in the Middle East and North Africa.
- **SS63.6me** identify the climates of the desert, the Mediterranean coast, and the Iranian Plateau.
- **SS63.7me** point out the location of major oil reserves.
- **SS63.8me** use resource materials to identify the present day countries of the Middle East and North Africa.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1me** recognize how language, ethnic groups, religion, art, and recreation shaped the Middle East and North Africa's past and present culture.
- **SS64.2me** discuss how religion is a source of conflict in the Middle East and North Africa.

- **SS64.3me** recognize that there is a difference between Arabs, non-Arab Muslims, and non-Muslim peoples of the Middle East and North Africa.
- **SS64.4me** explain why many Muslims believe that western culture threatens their way of life.

V. ECONOMICS

The students will be able to:

- **SS65.1me** identify the major oil-producing regions of the Middle East and North Africa.
- **SS65.2me** describe how the discovery of oil changed the economies of the Middle East and North Africa.
- **SS65.3me** explain why water and oil are so important to the economies of the Middle East and North Africa.
- **SS65.4me** describe the formation of OPEC and its importance to the Middle East and North African countries.
- **SS65.5me** explain why irrigation is essential to farming in the Middle East and North Africa.
- **SS65.6me** explain why most Middle East and North African countries must import much of the food they consume.
- **SS65.7me** discuss how the economies of the Middle East and North Africa impact the economy of the United States.
- **SS65.8me** describe the economic challenges currently facing the people of the Middle East and North Africa.

SUB-SAHARAN AFRICA

I. HISTORY

The students will:

- **SS61.1ss** discuss current events with emphasis on events related to the nations of Sub-Saharan Africa.
- **SS61.2ss** identify the groups of people that settled in Sub-Saharan Africa and explain how their languages and cultures developed.
- **SS61.3ss** explain how famine has affected Sub-Saharan Africa, especially Ethiopia and the Sudan.
- **SS61.4ss** describe how the Sub-Saharan region was colonized by Europeans.
- **SS61.5ss** describe the rise of African nationalism and analyze its effects.

II. POLITICAL SCIENCE

The students will:

- **SS62.1ss** explain why West African culture evolved strict rules for cooperation among people.
- **SS62.2ss** explain the importance of clans to the structure of West African society.
- **SS62.3ss** explain how West African leaders justify one-party governments in their countries.
- **SS62.4ss** discuss the concept of apartheid.
- **SS62.5ss** analyze the effects of apartheid on South Africans.
- **SS62.6ss** describe how black South Africans were able to resist apartheid.

- **SS62.7ss** compare and contrast the current forms of government of the Sub-Saharan nations.
- **SS62.8ss** discuss the political relationship between the nations of Sub-Saharan Africa and the United States.

III. GEOGRAPHY

The students will:

- **SS63.1ss** locate the Sub-Saharan region on a map or globe.
- **SS63.2ss** describe Sub-Saharan Africa's relative location in the world.
- **SS63.3ss** describe the major physical features of Sub-Saharan Africa.
- **SS63.4ss** describe the main characteristics of Africa's Great Rift Valley.
- **SS63.5ss** summarize the impact escarpments have on river transportation.
- **SS63.6ss** compare the various climates of Sub-Saharan Africa.
- **SS63.7ss** describe the factors (e.g., trade winds) that influence Sub-Saharan Africa's climate.
- **SS63.8ss** list the chief natural resources of Sub-Saharan Africa.
- **SS63.9ss** identify different regions of elevation in Sub-Saharan Africa by using an elevation map.
- **SS63.10ss** research the causes of desertification.
- **SS63.11ss** use resource materials to identify the present day nations of Sub-Saharan Africa.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1ss** recognize how language, ethnic groups, religion, art, and recreation shaped Sub-Saharan Africa's past and present culture.

- **SS64.2ss** explain how early Africans adapted to and changed their environment.
- **SS64.3ss** recognize that West African society is made up of hundreds of ethnic groups.
- **SS64.4ss** describe racial separatism in South Africa.
- **SS64.5ss** analyze the negative impact of racial prejudice on a society.
- **SS64.46ss** explain how poor living conditions have affected the health of the Sub-Saharan people.

V. ECONOMICS

The students will:

- **SS65.1ss** name the major economic activities of the Sub-Saharan region.
- **SS65.2ss** describe the impact that years of drought have had on Sub-Saharan Africa.
- **SS65.3ss** explain why the nations of Sub-Saharan Africa have not harnessed their water resources to make electricity.
- **SS65.4ss** compare and contrast subsistence farming with cash-crop farming.
- **SS65.5ss** explain why governments in Sub-Saharan Africa are urging their people to grow more cash crops.
- **SS65.6ss** describe new industries being developed in Sub-Saharan Africa.
- **SS65.7ss** discuss the value of mineral resources in Sub-Saharan Africa.
- **SS65.8ss** describe the economic challenges currently facing the people of Sub-Saharan Africa.

SOUTHERN AND EASTERN ASIA

I. HISTORY

The students will:

- **SS61.1ea** discuss current events with emphasis on events related to Southern and Eastern Asia.
- **SS61.2ea** explain why many people are leaving the countryside for large cities in South Asia.
- **SS61.3ea** analyze Britain's colonial relations with India.
- **SS61.4ea** describe the effects of the independence movement led by Gandhi.
- **SS61.5ea** identify important people and events in India's struggle for independence.
- **SS61.6ea** identify the major events and people in the history of modern India.
- **SS61.7ea** outline the events leading to the Communist victory in China.
- **SS61.8ea** explain why Japan is called a homogeneous society.
- **SS61.9ea** explain why Japan reopened its borders in the 1850s.
- **SS61.10ea** describe the effects of population growth in Southeast Asia.
- **SS61.11ea** explain why it is difficult for the nations of Southeast Asia to achieve peace.

II. POLITICAL SCIENCE

The students will:

- **SS62.1ea** summarize the main features of the caste system in India.

- **SS62.2ea** describe the political impact of British rule on the countries of South Asia.
- **SS62.3ea** describe the impact of colonialism on Southeast Asia.
- **SS62.4ea** compare and contrast the current forms of government Southern and Eastern Asia.
- **SS62.5ea** describe the political relationship between Southern and Eastern Asia and the United States.

III. GEOGRAPHY

The students will:

- **SS63.1ea** locate Southern and Eastern Asia on a map or globe.
- **SS63.2ea** describe Southern and Eastern Asia's relative location in the world.
- **SS63.3ea** identify the major landforms in Southern and Eastern Asia.
- **SS63.4ea** describe the two largest island groups of Asia.
- **SS63.5ea** explain why land and water are precious in Asia.
- **SS63.6ea** explain the impact of monsoons on Southern and Eastern Asia.
- **SS63.7ea** identify the major bodies of water located in Southern and Eastern Asia.
- **SS63.8ea** describe the climates and resources of Southern and Eastern Asia.
- **SS63.9ea** use resource materials to identify the present day countries of Southern and Eastern Asia.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1ea** recognize how language, ethnic groups, religion, art, and recreation shaped Southern and Eastern Asia's past and present culture.
- **SS64.2ea** discuss Confucianism and Buddhism and describe how these beliefs have influenced the culture of Eastern Asia.

V. ECONOMICS

The students will:

- **SS65.1ea** describe the various types of agricultural methods of Southern and Eastern Asia (e.g., terrace farming and rice paddies).
- **SS65.2ea** tell how most people in Southern and Eastern Asia earn their living.
- **SS65.3ea** explain how high population density affects South Asia's ability to feed itself.
- **SS65.4ea** explain the importance of cottage industries to the economies of South Asia.
- **SS65.5ea** identify the reasons for the growth of private industries in Southern and Eastern Asia.
- **SS65.6ea** list the factors that helped create Japan's economic miracle.
- **SS65.7ea** compare and contrast the economies of the countries of Southern and Eastern Asia.
- **SS65.8ea** describe the economic challenges currently facing the people of Southern and Eastern Asia.
- **SS65.9ea** name products produced in Southern and Eastern Asia that are essential to countries elsewhere in the world.
- **SS65.10ea** describe the economic ties between Southern and Eastern Asia and the United States.

THE NATIONS OF THE PACIFIC

I. HISTORY

The students will:

- **SS61.1np** discuss current events with emphasis on events related the nations of the Pacific region.
- **SS61.2np** identify the first groups of people to live in the lands of the Pacific.
- **SS61.3np** describe how the nations of the Pacific were first settled.
- **SS61.4np** recognize that Australia was primarily settled as a British penal colony.
- **SS61.5np** describe the role that the nations of the Pacific played in World War II.

II. POLITICAL SCIENCE

The students will:

- **SS62.1np** describe the importance of clans in the Pacific region.
- **SS62.2np** compare and contrast the current forms of governments of the Pacific nations.
- **SS62.3np** discuss the political relationship between the nations of the Pacific and the United States.

III. GEOGRAPHY

The students will:

- **SS63.1np** locate the nations of the Pacific on a map or globe.
- **SS63.2np** describe the relative location of the nations of the Pacific in the world.

- **SS63.3np** describe how the geography of Australia differs from that of the other nations of the Pacific.
- **SS63.4np** explain why Australia is believed to be the world's oldest country.
- **SS63.5np** identify Oceania and name the principal geographic feature of this region.
- **SS63.6np** name the major features of the outback.
- **SS63.7np** locate the Great Barrier Reef and describe how it was formed.
- **SS63.8np** name the two major types of Pacific Islands.
- **SS63.9np** describe how New Zealand benefits from abundant water resources and cool weather.
- **SS63.10np** compare and contrast the climates of the Pacific nations.
- **SS63.11np** use resource materials to identify the present day countries of the Pacific region.
- **SS63.12np** explain the significance of the International Date Line.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS64.1np** recognize how language, ethnic groups, religion, art, and recreation shaped the Pacific nations' past and present culture.
- **SS64.2np** describe how the climate and natural resources affect the way of life in the Pacific nations.
- **SS64.3np** describe how traditional values and customs are reflected in the governments of many Pacific Islands.
- **SS64.4np** describe how the people of the Pacific blend traditional and modern forms of art.

- **SS64.5np** describe the impact of European immigrants to the South Pacific.
- **SS64.6np** use resource materials to identify regions of differing population density in Australia and New Zealand.

V. ECONOMICS

The students will:

- **SS65.1np** explain why Australia has a high standard of living.
- **SS65.2np** compare and contrast the economies of the nations of the Pacific.
- **SS65.3np** recognize that Australia is an emerging economic force in today's world.
- **SS65.4np** describe the economic challenges currently facing the people of the Pacific nations.
- **SS65.5np** describe the economic relationship between Australia and the United States.

GRADE 6 Key Terms

The students will be able to demonstrate an understanding of the following terms:

absolute monarchy	confederation	guest worker
absolute rule	conservation	guild
A.D.	constitutional monarchy	heritage
adaptation	consul	hieroglyphics
agribusiness	cooperative	history
alliance	cottage industries	hunter-gatherer
almanac	coup	hydroelectric power
ancestor	culture	immigrant
apartheid	cuneiform	immigrate
aqueduct	custom	imperialism
archaeology	decade	import
architecture	deforestation	industrialization
aristocracy	democracy	inflation
armistice	depression	interdependent
artifact	developed economy	Internet
assembly	developing economy	jaunta
autonomy	dictator	jury
B.C.	diversified economy	legislation
bilingual	domesticate	lord
boycott	dynasty	maize
bureaucracy	economy	manor
caliphate	emigrate	market economy
capitalism	emperor	mestizo
career	empire	metropolitan area
cash-crop farming	ethnic group	middle class
caste system	exile	migration
caudillo	export	mixed economy
census	extinct	monarchy
century	factory system	mosque
citizen	famine	mythology
city-state	fascism	nationalism
civil disobedience	feudalism	needs and wants
civil war	fiefs	nobles
civilization	flow chart	nuclear arms race
clan	foreign debt	nuclear power
code of law	free enterprise	Olympics
colonialism	gladiator	OPEC
command economy	glasnost	orthodox
commercial farming	goods and services	papyrus
commonwealth	government	parliamentary system
communism	gross domestic product	peasant

per capita income
perestroika
petroleum
pharaoh
philosophy
pilgrimage
plague
plantation
plebeian
polis
political cartoon
pollution
population density
predictors
prehistory
primary source
propaganda
pyramid
racial separatism
rebellion

recycle
refugee
Renaissance
representative
republic
revolution
rituals
rural
samurai
secondary source
Senate
serf
shogun
slash and burn
slavery
socialism
social pyramid
society
subsistence farming
suburban

suffrage
sultan
supply and demand
surplus
symbol
tariff
technology
territory
textile
time line
totalitarian
tourism
township
trade
triangular trade
tribune
tsar
urbanization
vassal

GRADE 6 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

acid rain	degree	historical map
Africa	delta	Huang River
altiplano	desert	humid
altitude	desertification	hurricane
Alps	distribution map	India
Antarctica	drought	Indian Ocean
aquifer	dune	Indus River
Arabia	earthquake	intermediate directions
Arabian Peninsula	east	International Date Line
arable	Egypt	Iran
archipelago	elevation	Iranian Plateau
Arctic Ocean	elevation map	irrigation
Asia	environment	island
Athens	Equator	isthmus
Atlantic Ocean	erosion	Italy
Atlantic winds	escarpment	Italian Peninsula
atlas	Ethiopia	Japan
Australia	Euphrates River	lagoon
basin	Europe	lake
bay	fall line	lake effect
butte	fault	landform
canal	Fertile Crescent	landlocked
canyon	fjord	large scale map
cape	flood	latitude
cardinal directions	foothill	leeward
China	fossil fuel	locator
cliff	France	lock
climate zone	geography	London
climograph	glacier	longitude
coastal plain	global grid	Mediterranean Sea
compass	Great Barrier Reef	Mercator projection
compass rose	Great Britain	meridian
continent	Great Rift Valley	mesa
contour lines	Greece	Mesopotamia
contour map	grid map	metropolitan area
coral	gulf	Middle East
current	Gulf Stream	mineral
dam	harbor	monsoon
Danube River	hemisphere	Moscow
deforestation	hill	mountain

mountain pass
mountain range
mouth
natural resource
navigable
New Zealand
Nile River
nonrenewable resource
north
North Africa
North America
northeast
Northern Asia
northwest
oasis
ocean
Oceania
outback
Pacific Islands
Pacific Ocean
parallel
Paris
peak
peninsula
permafrost
physical map
plain
plateau
polar climate
political map
population map

port
precipitation
Prime Meridian
product map
projection
Pyrenees
rain forest
rapids
reef
region
relief map
renewable resource
reservoir
rift valley
river
river basin
road map
Rome
rural
Sahara Desert
Saudi Arabia
savanna
scale
sea
sea level
seismograph
silt
small scale map
source (of a waterway)
south
South America

southeast
southwest
steppes
strait
subcontinent
Sudan
temperate climate
terrace
tiaga
Tigris River
timberline
time zone
Tokyo
tornado
trade winds
transportation map
tributary
tropical climate
Tropic of Cancer
Tropic of Capricorn
tundra
valley
vegetation
volcano
Volga River
waterfall
west
windward

GRADES 7 and 8

THEME: The United States

Special Note: The curriculum for seventh and eighth grade has been designed as a continuous curriculum in order that students may discover United States history from early exploration to the present. The following division of the curriculum serves only as a guide:

Grade Seven Theme: Early Exploration to Pre-Civil War

Grade Eight Theme: Civil War to Present Day

I. HISTORY

The students will:

- **SS7/81.1** discuss current events.
- **SS7/81.2** relate current events to their historical perspective.
- **SS7/81.3** define *history* as a story of change in people and places over a period of time.
- **SS7/81.4** identify major North American civilizations found in the Americas before the Age of Exploration.
- **SS7/81.5** demonstrate an awareness of the homes, customs, foods, religion, and environment of the North American Indian.
- **SS7/81.6** identify major European explorers and describe their discoveries.
- **SS7/81.7** interpret the economic, religious, and social reasons explorers came to the New World.
- **SS7/81.8** examine the patterns of settlement of the New England, Middle, and Southern colonies.

- **SS7/81.9** identify the European influence on the colonization of the original thirteen colonies.
- **SS7/81.10** explain how slavery reshaped European and African life in the Americas.
- **SS7/81.11** explain how political institutions and religious freedom emerged in the North American colonies.
- **SS7/81.12** discuss the causes of the Revolutionary War.
- **SS7/81.13** identify the key individuals and events in the Revolutionary War time period.
- **SS7/81.14** examine the outcome of the Revolutionary War.
- **SS7/81.15** explain the challenges faced in forming the government of a new nation.
- **SS7/81.16** examine the rise of political parties in a new democracy.
- **SS7/81.17** describe growth and change in the Americas from 1801-1861.
- **SS7/81.18** examine the principal relationship between the United States and other nations and the effect on United States expansion from 1801-1861.
- **SS7/81.19** list the causes leading to Secession and the Civil War.
- **SS7/81.20** identify the key individuals and events of the Civil War.
- **SS7/81.21** examine the outcome and effects of the Civil War and Reconstruction.
- **SS7/81.22** identify how the rise of big business, heavy industry, and mechanized farming transformed the American society.
- **SS7/81.23** examine the pattern and impact of massive immigration after 1870.
- **SS7/81.24** demonstrate a knowledge of the reforms initiated during the Industrial Period.

- **SS7/81.25** examine the rise of the American labor movement.
- **SS7/81.26** discuss federal policy governing American Indians and foreign affairs immediately after the Civil War.
- **SS7/81.27** describe and analyze the changing role of the United States in world affairs between 1890-1930.
- **SS7/81.28** examine how Progressives and others addressed problems of capitalism, urbanization, and political corruption.
- **SS7/81.29** identify the causes of World War I.
- **SS7/81.30** identify the key individuals and events in the World War I time period.
- **SS7/81.31** summarize the outcomes and effects of World War I.
- **SS7/81.32** identify the causes of the Great Depression.
- **SS7/81.33** describe how the Great Depression affected American society.
- **SS7/81.34** explain how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
- **SS7/81.35** explain how Hitler fostered the rise of Nazism in Germany.
- **SS7/81.36** list the causes of World War II.
- **SS7/81.37** identify the key individuals and events in the World War II time period.
- **SS7/81.38** examine the outcome and effects of World War II.
- **SS7/81.39** analyze the causes and effects of the Holocaust.
- **SS7/81.40** describe the economic boom and social transformation of post-World War II America.
- **SS7/81.41** define the legacy of the New Deal in the post World War II period.

- **SS7/81.42** summarize the major events of the Cold War.
- **SS7/81.43** analyze the upheavals and conflicts in Europe as the Cold War ended.
- **SS7/81.44** discuss the effects of the Cold War, the Korean War, Vietnam War, and the conflicts in the Middle East on domestic and international politics.

II. POLITICAL SCIENCE

The students will:

- **SS7/82.1** define and explain the meaning and purpose of government with particular emphasis on the characteristics of democracy.
- **SS7/82.2** analyze the duties and responsibilities of an American citizen, interpret their implications, and demonstrate an understanding of how they are integrated.
- **SS7/82.3** identify the rights and privileges of a citizen, (e.g., voting, protection of civil rights, and equal opportunity)
- **SS7/82.4** explain how participation in civic and political life can help citizens attain individual and public goals.
- **SS7/82.5** recognize the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.
- **SS7/82.6** describe the concepts of the United States Constitution.
- **SS7/82.7** list the various purposes that the Constitution serves.
- **SS7/82.8** relate the conditions that contribute to the establishment and maintenance of a constitutional government.
- **SS7/82.9** explain how the United States Constitution grants and distributes power and responsibilities to national and state government.

- **SS7/82.10** explain how the United States Constitution seeks to prevent the abuse of power.
- **SS7/82.11** describe national, state, and local governments with emphasis on structures, functions, and powers.
- **SS7/82.12** describe the role of political parties, political campaigns, special interest groups, and elections in American government.
- **SS7/82.13** explain how the world is organized politically into nation-states and how nation-states interact with one another.
- **SS7/82.14** compare the American political system with systems of other nations in terms of governmental structures and powers.
- **SS7/82.15** identify the present relationship of the United States with the major countries of the world.
- **SS7/82.16** explain how world events affect foreign policy.

III. GEOGRAPHY

The students will:

- **SS7/83.1** demonstrate and apply their geographic knowledge of the fifty states and their capitals.
- **SS7/83.2** identify the characteristics, functions, and applications of maps, globes, aerial, photographs and other photographs, satellite-produced images, and models.
- **SS7/83.3** reproduce maps, globes, graphs, charts, models, and databases in order to analyze spatial distribution and patterns.
- **SS7/83.4** compare the advantages and disadvantages of using maps, globes, aerial photographs and other photographs, satellite-produced images, and models to show geographic problems.
- **SS7/83.5** demonstrate an understanding of the demographic structure of population and reasons for spatial variations in population distribution.

- **SS7/83.6** explain the effects of land and water formation on migration, settlement, trade routes, transportation, and periods of war.
- **SS7/83.7** explain how the characteristics of different physical environments affect human systems.
- **SS7/83.8** evaluate how human actions modify the physical environment.
- **SS7/83.9** evaluate how the physical environment places constraints on human activities.
- **SS7/83.10** describe how the interaction of physical and human systems may shape present and future conditions on the Earth.
- **SS7/83.11** describe global development and environmental issues.
- **SS7/83.12** apply geographic concepts to solve social and environmental problems.
- **SS7/83.13** explain seasonal variations (e.g., sun patterns and time differences).
- **SS7/83.14** explain the significance of the International Date Line.

IV. BEHAVIORAL SCIENCE

The students will:

- **SS7/84.1** describe how group and cultural influences contribute to human development, identity, and behavior.
- **SS7/84.2** identify the differences in customs and life-styles of the past and present.
- **SS7/84.3** recall the customs, traditions, ideals, values, and beliefs of the past and explain their influence today.
- **SS7/84.4** illustrate the importance of people knowing and respecting their heritage and traditions.
- **SS7/84.5** explain the importance of social groups.

- **SS7/84.6** explain the general implications of group membership.
- **SS7/84.7** describe the different ways that groups function.
- **SS7/84.8** identify the European influence on American colonization.
- **SS7/84.9** compare and contrast the prominent ethnic groups (e.g., African-American, Native American, Hispanic, Chinese, Japanese, or Irish) in the United States.
- **SS7/84.10** explain the major contributions of the prominent ethnic groups (e.g., African-American, Native American, Hispanic, Chinese, Japanese, or Irish).
- **SS7/84.11** discuss human rights and give positive and negative examples.
- **SS7/84.12** discuss examples of prejudice and discrimination in United States history.
- **SS7/84.13** describe how art, music, architecture, food, and clothing of a people help produce a national or ethnic identity.
- **SS7/84.14** discuss the danger of blindly accepting or rejecting any theory of human nature and institutions without careful, objective evaluations.
- **SS7/84.15** describe the struggle for racial and gender equality and for the extension of civil liberties.

V. ECONOMICS

The students will:

- **SS7/85.1** discuss the requirements for and characteristics of given career choices.
- **SS7/85.2** recognize that new technologies and scientific knowledge continually open new job opportunities.
- **SS7/85.3** identify the varied means of locating and obtaining employment.

- **SS7/85.4** explain that as workers become more specialized in what they do, the need for interdependence is strengthened.
- **SS7/85.5** analyze unions and explain their influence on the rise of the American labor movement.
- **SS7/85.6** describe how political issues reflect social and economic changes.
- **SS7/85.7** discuss the economic, religious, and social reasons explorers came to the New World.
- **SS7/85.8** explain the effect of natural resources on the development of cities, employment, transportation, and population.
- **SS7/85.9** analyze the relationship between trade and transportation.
- **SS7/85.10** explain that prices are determined by the demand for and supply of goods and services.
- **SS7/85.11** give examples of the effect of supply and demand on the American economy.
- **SS7/85.12** recognize that in a free enterprise system, the decision-making process functions through markets.
- **SS7/85.13** identify consumer rights and organizations that protect such rights.
- **SS7/85.14** explain the responsibilities and risks of credit and borrowing.
- **SS7/85.15** describe the impact of advertising on the consumer.
- **SS7/85.16** demonstrate an awareness of advertising techniques.
- **SS7/85.17** demonstrate a knowledge of the economics of capitalism.
- **SS7/85.18** describe the role of government in the United States economy.
- **SS7/85.19** compare and contrast the major economic systems of the world (i.e., capitalism, communism, and socialism).

- **SS7/85.20** tell how political and economic systems work together to influence international events.
- **SS7/85.21** interpret maps, tables, diagrams, charts, political cartoons, and basic indicators of economic performance (i.e., gross domestic product, consumer price index, and productivity index of leading economic indicators) for an understanding of economic and political issues.
- **SS7/85.22** examine the network of economic interdependence between the United States and other world powers.
- **SS7/85.23** interpret the changes that occur in the meaning, use, distribution, and importance of resources.
- **SS7/85.24** list several ways to classify economic activity.
- **SS7/85.25** explain how changes in technology, transportation, and communication affect the location of economic activity.
- **SS7/85.26** demonstrate an understanding of the stock market and its role in the economy of the United States.

GRADES 7/8 Key Terms

The students will be able to demonstrate an understanding of the following terms:

abolitionist	capital	consumer goods
A.D.	capital goods	convoy
adaptation	capitalism	cooperative
affirmative action	career	corporation
agribusiness	carpet baggers	cottage industry
airlift	cash crop	coup
alien	casualty	credit
alliance	caucus	culture
almanac	cancel	custom
amendment	censure	decade
amnesty	census	deficit
anarchy	century	demilitarized zone
ancestor	chancellor	democracy
annex	charter	deport
apartheid	checks and balances	depression
appeasement	circumnavigate	developed economy
apprentice	citizen	developing economy
archaeology	civil disobedience	dictator
architecture	civilization	diplomat
aristocracy	civil rights	disarmament
armistice	civil service	discrimination
arms race	Civil War	diversified economy
arsenal	Cold War	diversity
artifact	colonialism	dividend
assembly line	command economy	due process
assimilate	commercial farming	Dust Bowl
autocracy	commune	economy
automation	communism	Electoral College
autonomy	commonwealth	emancipate
barter	compromise	embargo
B.C.	concentration camps	emigrant
bicameral	confederation	emigrate
bilingual	Congress	empire
Bill of Rights	conservation	environment
blacklist	consolidation	espionage
blockade	constituent	ethnic group
boycott	Constitution	executive branch
buffer zone	constitutional monarchy	exile
bureaucracy	consul	expansionism
cabinet	consumer	export

extinct
factory system
famine
fascism
federalism
federal system
federation
flow chart
foreign debt
foreign policy
Fourteen Points
freedmen
free enterprise
fugitive
genocide
ghetto
goods and services
government
gross national product
guild
habeas corpus
heritage
history
Holocaust
House of
Representatives
hydroelectric power
immigrant
impeach
imperialism
import
impressment
inauguration
incumbent
indentured servant
industrialization
Industrial Revolution
inflation
injunction
installment buying
insurance
integrate
interchangeable parts
interdependence
interdependent
Internet

Iron Curtain
isolationism
joint-stock exchange
judicial branch
judicial review
jury
laissez-faire
League of Nations
legislation
legislative branch
Manifest Destiny
market economy
mass production
megalopolis
mercantilism
mercenary
merger
metropolitan area
middle class
migrant workers
migration
militia
mission
mixed economy
monarchy
monopoly
muckraker
national debt
nationalism
nationalize
nativist
needs and wants
neutral
New Deal
Nuclear Arms Race
nuclear power
nullify
override
ozone
pacifist
parliamentary system
patriotism
pension
per capita income
petition
petroleum

philosophy
plantation
point of view
political cartoon
political party
pollution
popular sovereignty
population density
preamble
precedent
predictors
prehistory
prejudice
premier
primary source
prime minister
productivity
prohibition
propaganda
quota
racialism
racial separatism
radical
ratify
ration
rebate
rebellion
recession
Reconstruction
recycle
reform
refugee
reparations
repeal
representative
representative democracy
republic
reservation
revenue
revolution
ritual
rural
sabotage
sanctions
satellite

secession
secondary source
sectionalism
segregation
Senate
separatism
settlement house
sharecropping
slavery
slum
smuggling
socialism
socialist
society
sovereign
speculator
standard of living
stock
stock exchange
strike

subsidy
subsistence farming
suburban
suffrage
summit
supply and demand
surplus
symbol
tariff
technology
temperance
tenement
territory
terrorism
textile
time line
toleration
totalitarian
total war
township

tourism
trade route
trade union
transcontinental
treaty
triangular trade
trust
“unalienable” rights
unconstitutional
Underground Railroad
unemployment
United Nations
urbanization
veto
vigilante
welfare
welfare state
yellow journalism

GRADES 7/8 Key Terms

The students will be able to demonstrate an understanding of the following geographic terms:

absolute location	distortion	landform
acid rain	distribution map	landlocked
altiplano	downstream	large scale map
altitude	drought	latitude
aquaculture	dune	leeward
aquifer	earthquake	levee
arable	east	locator
archipelago	elevation	lock
arid	elevation map	longitude
atlas	environment	lowland
basin	equal-area projection	map
bay	Equator	Mercator projection
beach	erosion	meridian
butte	fall line	mesa
canal	fault	metropolitan area
canyon	fjord	mineral
cape	flood	monsoon
cardinal directions	foothills	mountain
channel	fossil fuel	mountain pass
cliff	geography	mountain peak
climate	glacier	mountain range
climate zone	global grid	mouth (of a river)
climograph	global warming	natural resource
coast	gulf	navigable
coastal plain	harbor	nonrenewable resource
compass	hemisphere	north
compass rose	highland	northeast
continent	hill	northwest
contour interval	historical map	oasis
contour line	humid	ocean
contour map	hurricane	ocean current
coral	iceberg	outback
current	intermediate directions	parallel
cylindrical projection	International Date Line	peak
dam	irrigation	peninsula
deforestation	island	permafrost
degree	isthmus	physical geography
delta	lagoon	physical map
desert	lake	plain
dike	lake effect	plateau

polar climate
political map
population map
port
precipitation
Prime Meridian
product map
projection
rain forest
rapids
reef
region
relief
relief map
renewable resource
reservoir
river
river basin
river system
road map

rural
scale
sea
seacoast
sea level
seismograph
silt
small scale map
sound
source (of a waterway)
south
southeast
southwest
steppes
strait
subcontinent
suburban
temperate climate
terrace
tiaga

timberline
time zone
tornado
trade zone
transportation map
tributary
tropical climate
Tropic of Cancer
Tropic of Capricorn
tundra
typhoon
upstream
valley
vegetation
volcano
waterfall
west
windward

GRADES 7/8 Key Sites

The students will be able to demonstrate an understanding of the following geographic sites:

- the seven continents;
- the key countries in each continent;
- the significant islands of the world;
- the major cities of the world;
- the four oceans of the world;
- the major world rivers, seas, and other significant bodies of water;
- the significant landforms of the world.

APPENDICES

The Standards in Social Studies

The Elementary and Middle School Social Studies Curriculum Guidelines are based upon national standards developed in History, Political Science (Civics), Geography, Behavioral Science, and Economics. Each set of standards proposes explicit learning goals that all students should be given the opportunity to acquire. However, the objectives cannot be developed independently of one another, but rather integrated and mutually supported.

The following is only an overview of the standards for each of the five areas. For further information, please refer to the Bibliography.

The National History Standards

Historical Understanding

1. Understands and knows how to analyze chronological relationships and patterns.
2. Understands the historical perspective.

History Standards for Grades K-4

TOPIC ONE: Living and Working Together in Families and Communities, Now and Long Ago

1. Understands family life now and in the past, and family life in various places long ago.
2. Understands the history of the local community and how communities in North America varied long ago.

TOPIC TWO: The History of Students' Own State or Region

3. Understands the people, events, problems, and ideas that were significant in creating the history of their state.

TOPIC THREE: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols.
5. Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago.
6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

TOPIC FOUR: The History of the Peoples of Many Cultures Around the World

7. Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe.
8. Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them.

United States History Standards for Grades 5-12

ERA ONE: Three Worlds Meet (Beginnings to 1620)

1. Understands the characteristics of societies in the Americas, Western Europe, and West Africa that increasingly interacted after 1450.
2. Understands cultural and ecological interactions resulting from early European exploration and colonization.

ERA TWO: Colonization and Settlement (1585 - 1763)

3. Understands how the early Europeans and Africans interacted with Native Americans in the Americas.

4. Understands how political institutions and religious freedom emerged in the North American colonies.
5. Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

ERA THREE: Revolution and the New Nation (1754 - 1820s)

6. Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory.
7. Understands how the American Revolution involved multiple movements among the new nation's many groups to reform American Society.
8. Understands the institutions and practices of government created during the revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system.

ERA FOUR: Expansion and Reform (1801 - 1861)

9. Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
10. Understands how the Industrial Revolution, the rapid expansion of slavery, and the Westward Movement changed American lives and led to regional tensions.
11. Understands the extension, restriction, and reorganization of political democracy after 1800.
12. Understands the sources and character of reform movements in the antebellum period and what the reforms accomplished or failed to accomplish.

ERA FIVE: Civil War and Reconstruction (1850 – 1877)

13. Understands the causes of the Civil War.

14. Understands the course and character of the Civil War and its effects on the American people.
15. Understands how various reconstruction plans succeeded or failed.

ERA SIX: The Development of the Industrial United States (1870 - 1900)

16. Understands how the rise of big business, heavy industry, and mechanized farming transformed American society.
17. Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
18. Understands the rise of the American labor movement and how political issues reflected social and economic changes.
19. Understands federal Indian policy and United States foreign policy after the Civil War.

ERA SEVEN: The Emergence of Modern America (1890 - 1930)

20. Understands how progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
21. Understands the changing role of the United States in world affairs through World War I.
22. Understands how the United States changed between the post-World War I years and the eve of the Great Depression.

ERA EIGHT: The Great Depression and World War II (1929 - 1945)

23. Understands the causes of the Great Depression and how it affected American society.
24. Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

25. Understands the origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

ERA NINE: Postwar United States (1945 to early 1970s)

26. Understands the economic boom and social transformation of post-World War II.
27. Understands how the legacy of the New Deal in the post World War II period.
28. Understands how the Cold War and the conflicts in Korea and Vietnam influenced domestic and international politics.
29. Understands the struggle for racial and gender equality and for the extension of civil liberties.

ERA TEN: Contemporary United States (1968 to the present)

30. Understands developments in foreign and domestic policies between the Nixon and Clinton presidencies.
31. Understands the major social and economic developments in contemporary America.

World History Standards

ERA ONE: The Beginnings of Human Society

1. Understands the biological and cultural processes that shaped the earliest human communities.
2. Understands the processes that contributed to the emergence of agricultural societies around the world.

ERA TWO: Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 B.C.

3. Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.

4. Understands how agrarian societies spread and new states emerged in the third and second millennium B.C.
5. Understands the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium B.C.

**ERA THREE: Classical Traditions, Major Religions, and Giant Empires,
1000 B.C. - 300 B.C.**

6. Understands technological and cultural innovation and change from 1000 to 600 B.C.
7. Understands how Aegean civilization emerged and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 B.C.
8. Understands how major religious and large-scale empires arose in the Mediterranean basin, China, and India from 500 B.C. to 300 A.D.
9. Understands how early agrarian civilizations arose in Mesoamerica.

**ERA FOUR: Expanding Zones of Exchange and Encounter,
300-1000 A.D.**

10. Understands the Imperial crises and their aftermath in various regions from 300 to 700 A.D.
11. Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries.
12. Understands major developments in East Asia in the era of the Tang Dynasty from 600 to 900 A.D.
13. Understands the political, social, and cultural redefinitions in Europe from 500 to 1000 A.D.
14. Understands state-building in the Northeast and West Africa, and the southward migrations of Bantu-speaking peoples.
15. Understands the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium A.D.

ERA FIVE: Intensified Hemispheric Interactions, 1000 - 1500 A.D.

16. Understands the maturation of an interregional system of communication, trade, and cultural exchange during a period of Chinese economic power and Islamic expansion.
17. Understands the redefinition of European society and culture from 1000 to 1300 A.D.
18. Understands the rise of the Mongol empire and its consequences for Eurasian peoples from 1200 to 1350.
19. Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
20. Understands patterns of crisis and recovery in Afro-Eurasia between 1300 and 1450.
21. Understands the expansion of states and civilizations in the Americas between 1000 and 1500
22. Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750.

ERA SIX: Global Expansion and Encounter, 1450 - 1770

23. Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.
24. Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750.
25. Understands how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
26. Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750.

27. Understands transformations in Asian societies in the era of European expansion.
28. Understands major global trends from 1450 to 1770.

ERA SEVEN: An Age of Revolution, 1750 - 1914

29. Understands the causes and consequences of political revolutions in the late 18th and early 19th centuries.
30. Understands the causes and consequences of the agricultural and industrial revolutions from 1700 to 1850.
31. Understands how Eurasian societies were transformed in an era of global trade and the emergence of European power from 1750 to 1850.
32. Understands patterns of nationalism, state-building, and social reform in Europe and the Americas from 1830 to 1914.
33. Understands patterns of global change in the era of Western military and economic domination from 1850 to 1914.
34. Understands major global trends from 1750 to 1914.

ERA EIGHT: The 20th Century

35. Understands global and economic trends in the high period of Western dominance.
36. Understands the causes and global consequences of World War I.
37. Understands the search for peace and stability throughout the world in the 1920s and 1930s.
38. Understands the causes and global consequences of World War II.
39. Understands how new international power relations took shape in the context of the Cold War and how colonial empires broke up.
40. Understands the promises and paradoxes of the second half of the 20th century.

Political Science Standards

TOPIC ONE: What is Government and What Should It Do?

1. Understands ideas about civic life, politics, and government.
2. Understands the essential characteristics of limited and unlimited governments.
3. Understands the sources, purposes, and functions of law and the importance of the rule of law for the protection of individual rights and the common good.
4. Understands the concepts of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional powers.
5. Understands the major characteristics of systems of shared powers and of parliamentary systems.
6. Understands the advantages and disadvantages of federal, confederal, and unitary systems of government.
7. Understands alternative forms of representation and how they serve the purposes of constitutional government.

What Are the Basic Values and Principals of American Democracy?

8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society.
9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.
10. Understands the roles of volunteerism and organized groups in American social and political life.

11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
12. Understands the relationships among liberalism, republicanism, and American constitutional democracy.
13. Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity.
14. Understands issues concerning the disparities between ideals and reality in American political and social life.

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

15. Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power.
16. Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation.
17. Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government.
18. Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights.
19. Understands what is meant by “the public agenda,” how it is set, and how it is influenced by public opinion and the media.
20. Understands the roles of political parties, campaigns, elections, and associations and groups in American politics.
21. Understands the formation and implementation of public policy.

What is the Relationship of the United States to Other Nations and to World Affairs?

22. Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.
23. Understands the impact of significant political and nonpolitical developments on the United States and other nations.

What are the Roles of the Citizen in American Democracy?

24. Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization.
25. Understands issues regarding personal, political, and economic rights.
26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights.
27. Understands how certain traits enhance citizens' ability to fulfill personal and civic responsibilities.
28. Understands how participation in civic and political life can help citizens attain individual and public goals.
29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.

The National Geography Standards

Geography looks at Earth as a physical object, as a physical environment, and as a human place. Geography also asks us to look at the world as a whole, to understand the connection between places, and to recognize that the local affects the global and vice versa.

To build an understanding of a spatially interconnected world, we need to identify the most important and enduring ideas in geography and to develop a framework that will allow students to learn about geography in a logical, coherent, and accessible way starting in kindergarten and ending in twelfth grade.

The study of geography is organized into five themes: Location, Place, Human-Environment Interaction, Movement, and Regions.

There are eighteen National Geography Standards that are grouped into six essential elements:

ELEMENT ONE: The World In Spatial Terms

1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
2. Knows the location of places, geographic features, and patterns of the environment.
3. Understands the characteristics and uses of spatial organization of Earth's surface.

ELEMENT TWO: Places and Regions

4. Understands the physical and human characteristics of place.
5. Understands the concept of regions.
6. Understands that culture and experience influence people's perceptions of places and regions.

ELEMENT THREE: Physical Systems

7. Knows the physical processes that shape patterns on Earth's surface.

8. Understands the characteristics of ecosystems on Earth's surface.

ELEMENT FOUR: Human Systems

9. Understands the nature, distribution, and migration of human populations on Earth's surface.
10. Understands the nature and complexity of Earth's cultural mosaics.
11. Understands the patterns and networks of economic interdependence on Earth's surface.
12. Understands the patterns of human settlement and their causes.
13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

ELEMENT FIVE: Environment and Society

14. Understands how human actions modify the physical environment.
15. Understands how physical systems affect human systems.
16. Understands the changes that occur in the meaning, use, distribution, and importance of resources.

ELEMENT SIX: The Use of Geography

17. Understands how geography is used to interpret the past.
18. Understands the global development and environmental issues.

Behavioral Science Standards

1. Understands that group and cultural influences contribute to human development, identity, and behavior.
2. Understands various meanings of social group, general implications of group membership.
3. Understands that interactions among learning, inheritance, and physical development affect human behavior.
4. Understands conflict, cooperation, and interdependence among individuals, groups, and instructions.

Economic Standards

1. Understands that scarcity of productive resources requires choices which generate opportunity costs.
2. Understands characteristics of different economic systems, economic institutions, and economic incentives.
3. Understands the concept of prices and the interaction of supply and demand in a market economy.
4. Understands basic features of market structures and exchanges.
5. Understands unemployment and income distribution in a market economy.
6. Understands the roles government plays in the United States economy.
7. Understands aggregate supply and aggregate demand.
8. Understands basic concepts of United States fiscal policy and monetary policy.
9. Understands how Gross Domestic Product and inflation and deflation provide indications of the state of the economy.
10. Understands basic concepts about international economics.

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