



Diocese of Jackson Office of Education

Social Studies Curriculum Standards



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Table of Contents

Mission Statement of the Catholic Diocese of Jackson Office of Education	5
Curriculum Revision Process	6
Curriculum Revision Schedule	8
Pre-Kindergarten Theme: Citizenship	9
Kindergarten Theme: Citizenship at Home & School	13
1st Grade Theme: Citizenship at School	17
2nd Grade Theme: Citizenship at School & in the Community	21
3rd Grade Theme: Citizenship in Local Government	25
4th Grade Theme: Mississippi Studies & Regions	29
5 th Grade Theme: US History: Pre-Columbian to American Revolution	36
6 th Grade Early World History	42
Suggested Courses of Study for Social Studies	45
Catholic Identity Integration in Middle and High School Social Studies Courses	46
7 th Grade US History: Exploration to 1877	47
Introduction to Geography	51
Mississippi Studies	55
World History: Age of Enlightenment to the Present	59
US History: 1877 to Present	66



Economics 74

Government..... 81



Mission Statement of the Catholic Diocese of Jackson Office of Education

Mission

The mission of the Diocese of Jackson- Office of Catholic Education is to foster centers of learning that are rooted in Gospel values and Catholic teachings as we pursue academic excellence in a safe and caring environment.

Vision

Utilizing technology to collaborate and communicate clearly and consistently and reflective practice to guide future goals, we will enable students to become more service oriented, more globally aware through technological connections, and more academically prepared for a constantly changing world.

Our vision will be accomplished by

1. Providing opportunities for all students to model Gospel teachings
2. Utilizing data-driven decision making and alignment of curriculum, standards, etc. to meet the individual needs of students
3. Engaging in current methodology regarding the teaching and learning process to provide a transformative education

Values

1. Embody and model Gospel values- respect, love, dignity, truth, mercy, forgiveness, morality
2. Quality education with academic success
3. Christ-centered service to the community



Curriculum Revision Process

The curriculum standards of the Catholic Diocese of Jackson are the result of collaborative effort among teachers, administrators, and education professionals who have closely studied the previous standards of the Diocese of Jackson, current state and national standards in all subject areas, diocesan student performance on standardized tests, and current trends in performance and assessment in the realm of education. After thorough review of multiple source documents, the subject area committees began to construct a set of curriculum standards and objectives that are rigorous and challenging while also remaining developmentally appropriate for each grade level.

Source Documents Consulted

Within the curriculum revision process the following source documents were utilized in constructing the Diocese of Jackson Curriculum Standards for Social Studies:

- 1) Mississippi College and Career Readiness Standards for Social Studies
- 2) The National Council for Social Studies: National Curriculum Standards for Social Studies
- 3) Diocese of Owensboro Kentucky Curriculum Standards and Maps

Catholic Identity Integration

Throughout the curriculum revision process, each committee held our schools' Catholic identity at the focal point of their work. Each committee looked for natural opportunities to integrate standards from the Diocese of Jackson's Catechist's Companion, the Catechism of the Catholic Church, and other religious education materials to outline concrete ways to help students connect the academic information they are learning with the spiritual growth and development. The connections were then written as academic standards within each subject, and these connections are noted throughout the curriculum standards document.



Domains

For each subject, the standards and objectives of the Diocese of Jackson are divided into domains, based on the Anchor Standards of the Mississippi College and Career Readiness Standards. These domains are consistent across grade levels to ensure vertical alignment within each subject.

Social Studies Domains:

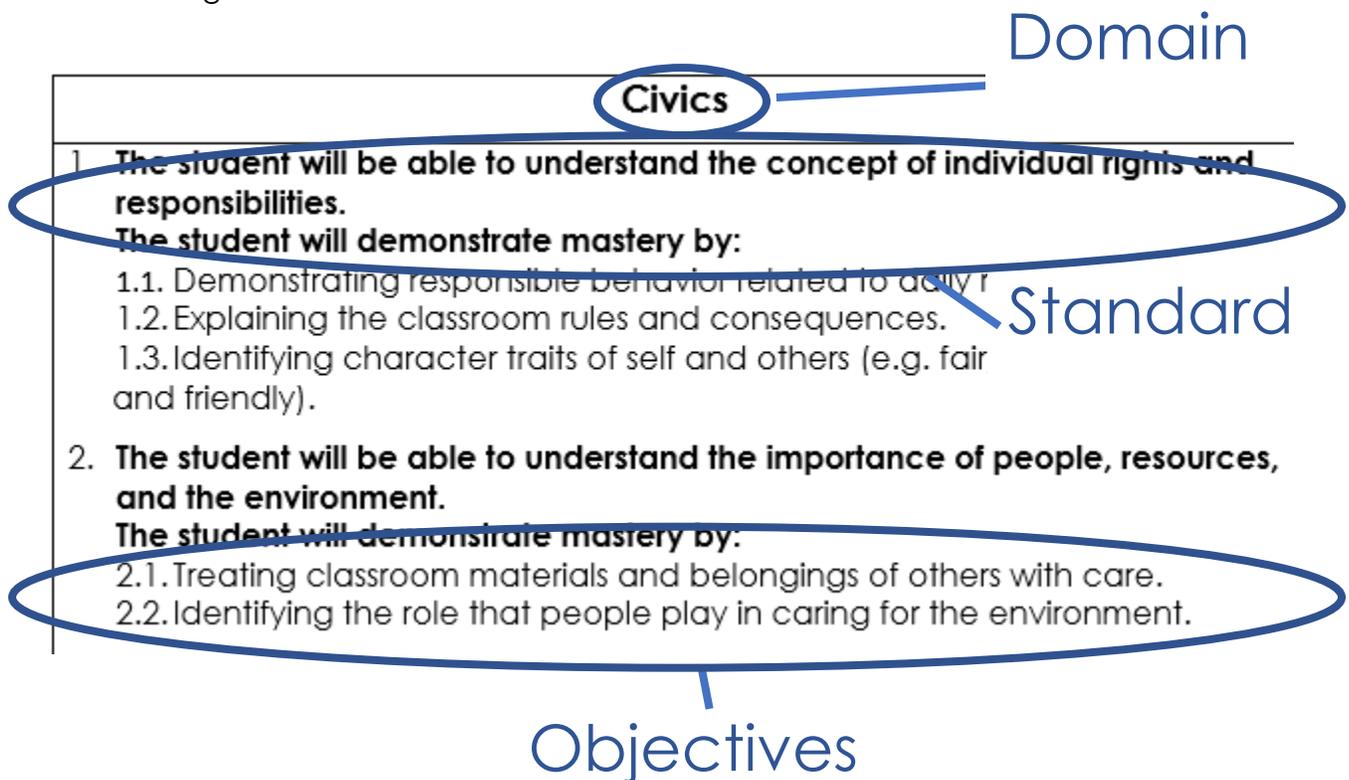
1. Civics
2. Economics
3. Geography
4. Civil Rights
5. History

Standards

Within each domain the curriculum is broken into overarching standards, that represent what a student should be able to do by the end of the year. These standards are broad and cannot be assessed with just one type of assessment. This knowledge is developed over multiple lessons and takes time to master.

Objectives

Each standard is broken into small objectives. These objectives represent what a student should be able to master within one lesson or unit of study. As the students master each individual objective, they will acquire the skills needed to master the overarching standard within the domain.



Curriculum Revision Schedule

In order to ensure that our academic standards are current and relevant to the ever-changing field of education and work force preparation, the Diocese of Jackson has outlined a continuous review process for academic standards. Beginning with the complete revision of all subjects in 2018, a timeline was established to annually review the standards of one core subject each year. Each year the selected committee will conduct a review focused on student learning and achievement and make recommendations for changes or additions to the diocesan standards for their subjects.

Subject Area	Standards Review and Revision	Approval by Office of Catholic Education & Principals	Implemented
All	2018-2019 Completed by Spring of 2019	Spring of 2019	2019-2020 School Year
Mathematics	2021-2022 Completed by Spring of 2022	Spring of 2022	2022-2023 School Year
Science	2022-2023 Completed by Spring of 2023	Spring of 2023	2023-2024 School Year
English Language Arts	2023-2024 Completed by Spring of 2024	Spring of 2024	2024-2025 School Year
Social Studies	2024-2025 Completed by Spring of 2025	Spring of 2025	2025-2026 School Year
Mathematics	2025-2026 Completed by Spring of 2026	Spring of 2026	2026-2027 School Year



Pre-Kindergarten

Theme: Citizenship

*The following standards should be used for both Pre-K3 and Pre-K4 classes. Keeping in mind the developmental stages that students progress through at ages three and four, teachers should provide scaffolding and support as needed, particularly in Pre-K3 programs. Students in Pre-K3 are not expected to master the standards, but rather the standards are provided to ensure students are exposed to concepts to allow for success the following year in Pre-K4. Students should master the following standards by the end of their Pre-K4 academic year.

Civics
<p>1. The student will be able to understand the concept of individual rights and responsibilities. The student will demonstrate mastery by: 1.1. Demonstrating responsible behavior related to daily routines 1.2. Explaining the classroom rules and consequences 1.3. Identifying character traits of self and others (e.g. fair, respectful, and friendly)</p> <p>2. The student will be able to understand the importance of people, resources, and the environment. The student will demonstrate mastery by: 2.1. Treating classroom materials and belongings of others with care 2.2. Identifying the role that people play in caring for the environment</p> <p>3. The student will be able to understand the importance of local community members. The student will demonstrate mastery by: 3.1. Identifying community members (e.g. parents, pastors, and community helpers) 3.2. Explaining the roles and responsibilities of community members</p>
Economics
<p>1. The student will be able to understand needs versus wants. The student will demonstrate mastery by: 1.1. Understanding the difference in needs and wants 1.2. Classifying items as needs or wants (e.g. shelter, food)</p> <p>2. The student will be able to understand the role of money of in our world. The student will demonstrate mastery by: 2.1. Using money in dramatic play 2.2. Identifying different ways that money is used in daily life 2.3. Describing the ways in which money can be earned</p>

Civil Rights

- 1. The student will be able to identify the similarities and differences in people.
The student will demonstrate mastery by:**
 - 1.1. Describing specific physical characteristics of people (e.g. eye color, hair color, gender)
 - 1.2. Defining and citing examples of diversity in the school community
- 2. The student will be able to identify themselves as a member of a family.
The student will demonstrate mastery by:**
 - 2.1. Identifying the roles of family members
 - 2.2. Describing family traditions
 - 2.3. Identifying similarities and differences in family structure, culture, ability, language and gender
- 3. The student will be able to explain the cultural diversity in the classroom.
The student will demonstrate mastery by:**
 - 3.1. Identifying unity and diversity
 - 3.2. Identifying different types of cultural diversity within the classroom
 - 3.3. Proposing different ways to encourage unity and diversity at home and **in the classroom**

Geography

- 1. The student will be able to identify a place relative to an individual.
The student will demonstrate mastery by:**
 - 1.1. Creating a map to identify locations of familiar places
 - 1.2. Demonstrating terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.)
- 2. The student will be able to understand locations and physical features of the environment.
The student will demonstrate mastery by:**
 - 2.1. Identifying location and physical features in the environment
 - 2.2. Describing that the world is made up of land, air, and water

History

- 1. The student will be able to understand that history is an occurrence of events that focus on the past.
The student will demonstrate mastery by:**
 - 1.1. Describing a simple sequence of events
 - 1.2. Recognizing events that happened in the past (e.g. Fourth of July, Thanksgiving Day, Presidents' Day etc.)
 - 1.3. **Creating a timeline of events**
- 2. The student will be able to describe the impact of significant historical figures and events.
The student will demonstrate mastery by:**
 - 2.1. Identifying historical figures that are used as symbols of American culture (e.g. currency, monuments, and place names, etc.)
 - 2.2. Examining historical events that are significant to American Culture (e.g. Fourth of July, Thanksgiving Day, Presidents' Day, etc.)

Pre-Kindergarten Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will demonstrate good character through interactions with others. • The student will be able to determine the difference between right and wrong. • The student will be able to show compassion and empathy. • The student will respect God's Creation of the world by showing respect to the environment and belongings. • The student will be able to show ways they can help others in different communities. • The student will demonstrate the understanding of needs versus wants when praying. For example, we 	<ul style="list-style-type: none"> • The student will demonstrate understanding that God created everyone in His image when discussing diversity. • The student will identify that the community of God includes their family, class, church, and outside community. • The student will be able to recognize the Bible as the first piece of history. • The student will determine the importance of prioritizing their money in order to tithe and give money to the poor. • The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story. 	<ul style="list-style-type: none"> • The student will participate in the rituals and traditions of Mass. • The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc. • The student will be able to recognize Mary as Jesus' mother and Joseph as Jesus' father when discussing family structure. • The student will identify a priest as a community helper.

<p>pray for things we need rather than things we want.</p> <ul style="list-style-type: none">• The student will demonstrate understanding that God created all families.		
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Kindergarten

Theme: Citizenship at Home & School

Civics**1. The student will be able to demonstrate knowledge of how to be a good citizen.****The student will demonstrate mastery by:**

- 1.1. Defining citizen, citizenship, rights, and responsibilities
- 1.2. Naming rights and responsibilities of individuals
- 1.3. Distinguishing the difference between rights and responsibilities
- 1.4. Identifying the purpose of rules
- 1.5. Explaining the purpose of consequences when rules are not followed

2. The student will be able to examine how individuals play different roles and exercise good citizenship.**The student will demonstrate mastery by:**

- 2.1. Identifying characteristics of a good citizen
- 2.2. Proposing ways on how to be a good citizen at home and in the classroom

3. The student will be able to describe the role of responsibilities of authority figures.**The student will demonstrate mastery by:**

- 3.1. Identifying authority figures
- 3.2. Explaining the role of an authority figure
- 3.3. Determining the responsibilities of authority figures
- 3.4. Explaining how all people can play important roles in a community

Economics**1. The student will be able to differentiate between needs and wants of individuals.****The student will demonstrate mastery by:**

- 1.1. Defining and identifying needs and wants
- 1.2. Classifying items as wants or needs

2. The student will be able to distinguish between goods and service.**The student will demonstrate mastery by:**

- 2.1. Defining goods and services
- 2.2. Identifying examples of goods and services
- 2.3. Explaining how people obtain goods and services
- 2.4. Examining the cost of goods and services provided by the community

3. The student will be able to identify and explain the function of money.**The student will demonstrate mastery by:**

- 3.1. Recognizing monetary units
- 3.2. Distinguishing between spending and saving
- 3.3. Illustrating how money is used in daily life

Civil Rights

- 1. The student will be able to explore the similarities and differences of individuals and families.**
The student will demonstrate mastery by:
 - 1.1. Defining similarities and differences of individuals and families
 - 1.2. Examining the benefits of similarities and differences in individuals and families
- 2. The student will be able to describe and explain traditions and contributions of various cultures.**
The student will demonstrate mastery by:
 - 2.1. Defining culture
 - 2.2. Recognizing ways people celebrate their diverse cultural heritages
 - 2.3. Analyzing ways people celebrate their diverse cultural heritages
- 3. The student will be able to explain the cultural diversity in the classroom.**
The student will demonstrate mastery by:
 - 3.1. Identifying unity and diversity
 - 3.2. Identifying different types of cultural diversity within the classroom
 - 3.3. Proposing different ways to encourage unity and diversity at home and in the classroom

Geography

- 1. The student will be able to identify a place relative to an individual.**
The student will demonstrate mastery by:
 - 1.1. Creating a map to identify locations of familiar places
 - 1.2. Demonstrating terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.)
- 2. The student will be able to describe physical features of the environment.**
The student will demonstrate mastery by:
 - 2.1. Differentiating between landforms and bodies of water
 - 2.2. Identifying how physical features impact communities
 - 2.3. Describing different ways physical environments may change over time (erosion, hurricanes, etc.)
- 3. The student will be able to recognize maps, graphs, and other representation of the earth.**
The student will demonstrate mastery by:
 - 3.1. Identifying representations of the earth using technology, maps, and globes
 - 3.2. Identifying cardinal and intermediate directions (e.g. north, northeast, northwest, etc.)
 - 3.3. Locate the local community, Mississippi, and the United States using maps and globes

History
<p>1. The student will be able to recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States. The student will demonstrate mastery by:</p> <ul style="list-style-type: none">1.1. Defining symbols and customs1.2. Identifying school, community, state, and national symbols (e.g. school logo, Mississippi state flag, U.S. flag, etc.)1.3. Explain historically significant events that shaped America <p>2. The student will be able to describe the impact of significant historical figures and events. The student will demonstrate mastery by:</p> <ul style="list-style-type: none">2.1. Identifying historical figures that are used as symbols of American culture (e.g. currency, monuments, names of places, etc.)2.2. Examining historical events that are significant to American culture (e.g. Fourth of July, Thanksgiving Day, Presidents' Day, etc.)

Kindergarten Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will demonstrate good character through interactions with others. • The student will be able to determine the difference between right and wrong. • The student will be able to show ways they can help others in different communities. • The student will be able to show compassion and empathy. • The student will be accepting of diversity in the classroom as well as in the world. 	<ul style="list-style-type: none"> • The student will understand the importance of helping the poor and needy when discussing economics. • The student will identify that the community of God includes their family, class, church, and outside community. • The student will determine the importance of prioritizing their money in order to tithe and give money to the poor. • The student will demonstrate the understanding of needs versus wants when praying. For example, we pray for things we need rather than things we want. • The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story. 	<ul style="list-style-type: none"> • The student will recognize a priest as a community helper and authority figure. • The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now). • The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc. • The student will recognize that the Pledge of Allegiance states that our nation is "under God".

1st Grade

Theme: Citizenship at School

Civics
<p>1. The student will be able to demonstrate knowledge of how to be a good citizen at home and school. The will demonstrate mastery by: 1.1. Identifying characteristics of good citizenship at home and school 1.2. Describing individuals who have exemplified good citizenship at home and school</p> <p>2. The student will be able to examine how individuals play different roles and exercise good citizenship. The student will demonstrate mastery by: 2.1. Identifying different family members, both nuclear and extended 2.2. Distinguishing the difference in responsible behaviors of different individuals within the home, extended family, and school that exhibit good citizenship</p> <p>3. The student will be able to demonstrate knowledge of authority figures at home and school. The student will demonstrate mastery by: 3.1. Identifying authority figures at home and school 3.2. Determining why rules are necessary and the consequences of failing to obey them at home and school</p>
Economics
<p>1. The student will be able to differentiate between needs and wants of individuals at home and school. The student will demonstrate mastery by: 1.1. Describing the difference between needs and wants 1.2. Comparing and contrasting an individual's needs and wants to those of their family 1.3. Comparing and contrasting an individual's needs and wants to those of their school community</p> <p>2. The student will be able to evaluate how families use goods and services. The student will demonstrate mastery by: 2.1. Identifying the types of goods and services used by families 2.2. Identifying the types of goods and services used by schools 2.3. Comparing and contrasting the types of goods and services a family may use to those of a school.</p> <p>3. The student will be able to analyze the role of money within a home. The student will demonstrate mastery by: 3.1. Explaining the concept of exchanges 3.2. Recognizing the use of money to purchase goods and services 3.3. Illustrating how work provides income to purchase goods and services for a family</p>

Civil Rights

1. **The student will be able to explore the similarities and differences of families and schools.**
The student will demonstrate mastery by:
 - 1.1. Defining customs and traditions
 - 1.2. Describing customs and traditions that play roles within families
 - 1.3. Comparing customs and traditions within the school and community
2. **The student will be able to describe and explain traditions and contributions of various cultures.**
The student will demonstrate mastery by:
 - 2.1. Describing celebrations held by members of the class and their families
 - 2.2. Describing the origins of customs, holidays, and celebrations within the school community
3. **The student will be able to explain the role of cooperation and compromise within families and school communities.**
The student will demonstrate mastery by:
 - 3.1. Defining cooperation and compromise
 - 3.2. Identifying examples of cooperation and compromise within the home and school community
 - 1.1. Discussing the benefits of cooperation and compromise among different groups.

Geography

1. **The student will be able to identify a sense of place relative to an individual, home, and school.**
The student will demonstrate mastery by:
 - 1.1. Demonstrating terms related to location, direction, size, and distance
 - 1.2. Explaining how seasons, weather, climate, and other environmental characteristics of a place affect people and their actions
 - 1.3. Describe how the human characteristics of a place such as shelter, clothing, food, and activities are based upon geographic location
2. **The student will be able to describe physical features of the environment.**
The student will demonstrate mastery by:
 - 2.1. Defining physical features of the environment
 - 2.2. Distinguishing between landforms such as mountains, hills, lakes, oceans, rivers, etc.
 - 2.3. Explaining how physical features affect how humans use the environment
3. **The student will be able to recognize maps, graphs, and other representations of the earth.**
The student will demonstrate mastery by:
 - 3.1. Constructing a map of the route from their home to school
 - 3.2. Applying cardinal and intermediate directions to a map
 - 3.3. Identifying on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans

History

1. **The student will be able to evaluate how people and events have shaped the local community, state, and nation.**
The student will demonstrate mastery by:
 - 1.1. Identifying contributions of historical figures (e.g. Founding Fathers, etc.) who have influenced the nation
 - 1.2. Identifying contribution of historical events (e.g. the American Revolution, etc.) that have influenced the nation
2. **The student will be able to compare the ways individuals and groups in the local community and state lived in the past and how they live today.**
The student will demonstrate mastery by:
 - 2.1. Describing how forms of communication have changed over time
 - 2.2. Describing how types of technology have changed over time

1st Grade Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will demonstrate good character through interactions with others. • The student will be able to determine the difference between right and wrong. • The student will be able to show compassion and empathy. • The student will be accepting of diversity in the classroom as well as in the world to create unity. • The student will recognize the importance of compromise and cooperation in everyday life. 	<ul style="list-style-type: none"> • The student will understand the importance of helping the poor and needy when discussing economics. • The student will determine the importance of prioritizing their money in order to tithe and give money to the poor. • The student will demonstrate the understanding of needs versus wants when praying. For example, we pray for things we need rather than things we want. • The student will be accepting of other cultures and traditions. • The student will identify that the community of God includes their family, class, church, and outside community. • The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story. • The student will demonstrate understanding of how technology has changed over time. (Example: show how in Biblical times they used stones and metal to write and how much technology has changed over time to computers and iPads). 	<ul style="list-style-type: none"> • The student will recognize a priest as a community helper and authority figure. • The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now). • The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc.

2nd Grade

Theme: Citizenship at School & in the Community

Civics
<p>1. The student will be able to demonstrate knowledge of how to be a good citizen in the local community. The student will demonstrate mastery by: 1.1. Identifying rights and responsibilities of citizens in the community 1.2. Comparing and contrasting rights and responsibilities of community members 1.3. Recognizing significant values such as common good, liberty, justice, equality, and individual dignity</p> <p>2. The student will be able to examine how individuals play different roles and exercise good citizenship in the local community. The student will demonstrate mastery by: 2.1. Identifying different community members and the roles they play 2.2. Distinguishing behaviors of different individuals in the community that exhibit good citizenship</p> <p>3. The student will be able to demonstrate knowledge of authority figures in the local community. The student will demonstrate mastery by: 3.1. Identifying authority figures in the community 3.2. Comparing the rights and responsibilities of individuals and authority figures in the community 3.3. Investigating the difference between rules and laws 3.4. Comparing the role of consequences when rules and laws are not followed</p>
Economics
<p>1. The student will be able to differentiate between the needs and wants of individuals. The student will demonstrate mastery by: 1.1. Defining and identifying needs and wants 1.2. Classifying items as wants or needs.</p> <p>2. The student will be able to explain how individuals' wants and needs impact the production of goods and services. The student will demonstrate mastery by: 2.1. Identifying consumers and producers 2.2. Explaining how individuals' choices determine what goods and services are produced</p> <p>3. The student will be able to explain the effects of supply and demand on the price of goods and services. The student will demonstrate mastery by: 3.1. Defining scarcity and how it relates to goods and services 3.2. Evaluating the impact of resources availability on the price of goods</p>

4. The student will be able to identify the role of financial institutions within the community.

The student will demonstrate mastery by:

- 4.1. Identifying various types of financial institutions and their role in the community
- 4.2. Identifying service provided by the various financial institutions in the community

Civil Rights

1. The student will be able to illustrate the role of unity and diversity within the community.

The student will demonstrate mastery by:

- 1.1. Defining unity and diversity
- 1.2. Describing the role that unity and diversity play within the community

2. The student will be able to describe and explain how traditions and customs contribute to unity and diversity.

The student will demonstrate mastery by:

- 2.1. Evaluating the qualities that build unity among diverse populations
- 2.2. Recognizing the cultural contributions of various groups within our community

3. The student will be able to explain the role of cooperation and compromise within a community.

The student will demonstrate mastery by:

- 3.1. Defining tolerance
- 3.2. Explaining the role of tolerance in problem-solving within the community
- 3.3. Identifying cultural diversity within the community

Geography

1. The student will be able to differentiate between different types of maps.

The student will demonstrate mastery by:

- 1.1. Utilizing vocabulary related to map skills
- 1.2. Recognizing characteristics of a local region including natural resources

2. The student will be able to investigate physical features of the local region.

The student will demonstrate mastery by:

- 2.1. Distinguishing how physical features affect human settlement
- 2.2. Distinguishing between urban, rural, suburban, etc.
- 2.3. Investigating different types of landforms and their characteristics

3. The student will be able to recognize maps, graphs, and other representations of the earth.

The student will demonstrate mastery by:

- 3.1. Identifying representations of the earth using technology, maps, and a globe
- 3.2. Identifying cardinal and intermediate directions (north, northeast, northwest, etc.)
- 3.3. Locating Mississippi and the United States using maps and a globe

History

1. The student will be able to evaluate how people and events have shaped the local community, state, and nation through primary sources.

The student will demonstrate mastery by:

- 1.1. Identifying various primary sources
- 1.2. Using primary sources to investigate significant people and events of the past
- 1.3. Identifying vocabulary to express measurements of time
- 1.4. Comparing and contrasting historical perspectives of primary sources

2. The student will be able to utilize oral traditions that contributed to the cultural diversity of the community, state, and nation.

The student will demonstrate mastery by:

- 2.1. Exploring stories, songs, and other expressions of oral traditions
- 2.2. Interpreting how oral traditions helped to express important cultural and historical characteristics

2nd Grade Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will recognize the importance of rules and laws as way to build character. • The student will be able to show compassion and empathy. • The student will be accepting of diversity in the classroom as well as in the world. 	<ul style="list-style-type: none"> • The student will identify that the community of God includes their family, class, church, and outside community. • The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story. • The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now). 	<ul style="list-style-type: none"> • The student will recognize a priest as a community helper and authority figure. • The student will reference Biblical stories when discussing unity and tolerance in the classroom and the community. • The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc. • The student will use the Catechist Companion from the Catholic Church as an example of a primary source. • The student will use the Bible as a historical perspective to compare and contrast.

3rd Grade

Theme: Citizenship in Local Government

Civics

- 1. The student will be able to explain how an individual exercises rights and responsibilities within a community and local government.**

The student will demonstrate mastery of this standard by:

- 1.1. Defining core and civic virtues
- 1.2. Identifying figures of authority in the community and local government
- 1.3. Comparing and contrasting figures of authority and their positions pertaining to upholding civic responsibilities

- 2. The student will be able to demonstrate knowledge of community and local government**

The student will demonstrate mastery of this standard by:

- 2.1. Identifying the three branches of government at the local level
- 2.2. Analyzing why laws are important to a community
- 2.3. Analyzing how the local government creates and enforces laws
- 2.4. Categorizing services provided by the local community and government

- 3. The student will be able to compare and contrast how all people play important roles in local government and can portray good citizenship.**

The student will demonstrate mastery of this standard by:

- 3.1. Defining what it means to be a citizen
- 3.2. Categorizing the way Americans can serve their local government and portray good citizenship (e.g. individual rights and freedoms, the common good, and respecting the law)
- 3.3. Debating the characteristics of a responsible citizen

Economics

- 1. The student will be able to analyze the role of money within a community and local government.**

The student will demonstrate mastery of this standard by:

- 1.1. Defining tax and the purpose of paying taxes
- 1.2. Identifying taxable goods and services within the local community
- 1.3. Categorizing the avenues in which tax monies are allocated

- 2. The student will be able to evaluate the role of trade within a community and local government.**

The student will demonstrate mastery of this standard by:

- 2.1. Defining trade
- 2.2. Distinguishing between import and export
- 2.3. Identifying local products and resources involved in trade with the local community

3. The student will be able to explain how people earn income.**The student will demonstrate mastery of this standard by:**

- 3.1. Describing the skills and knowledge required to produce certain goods and services
- 3.2. Investigating the impact of skills and knowledge on an individual's income
- 3.3. Explaining how economic status and income determine where people can choose to live

Civil Rights**1. The student will be able to recognize basic principles of democracy and explain how democracy relies on people's responsible participation.****The student will demonstrate mastery of this standard by:**

- 1.1. Defining democracy
- 1.2. Identifying responsibilities of citizenship
- 1.3. Explaining the voting process

2. The student will be able to explain how cultural diversity strengthens the community.**The student will demonstrate mastery of this standard by:**

- 2.1. Defining cultural diversity
- 2.2. Identifying cultural diversity within their school community
- 2.3. Analyzing cultural artifacts and their representation of the community

3. The student will be able to identify civil liberties referenced in historical documents (such as the Declaration of Independence, the Constitution, and the Bill of Rights).**The student will demonstrate mastery of this standard by:**

- 3.1. Examining historical documents for wording and evidence of civil liberties
- 3.2. Citing examples of how civil liberties are exercised in the local community
- 3.3. Identifying civil liberties within the First Amendment

Geography**1. The student will be able to identify ways humans can alter the physical environment.****The student will demonstrate mastery of this standard by:**

- 1.1. Explaining how various industries, such as farming, fishing, timber, etc., have altered the physical environment
- 1.2. Analyze examples of human alteration of their observable physical environment (e.g. neighborhood, community, etc.)
- 1.3. Utilizing vocabulary associated with human influence on the environment

2. The student will be able to identify ways natural disasters affect the physical environment.**The student will demonstrate mastery of this standard by:**

- 2.1. Categorizing types of natural disasters and their characteristics
- 2.2. Citing examples of how local, state, and national governments cooperate with communities to manage natural disasters
- 2.3. Evaluating how natural disasters alter settlement patterns

3. The student will be able to explain how technological advancements have influenced the environment in the twenty-first century.

The student will demonstrate mastery of this standard by:

- 3.1. Identifying a variety of technological resources (e.g. communication, energy, industry)
- 3.2. Recognizing the geographic impact of different energy sources (e.g. oil, gas, and wind) in the twenty-first century

4. The student will be able to recognize maps, graphs, and other representations of the Earth.

The student will demonstrate mastery of this standard by:

- 4.1. Distinguishing between different types of maps
- 4.2. Analyzing data provided in graphic representations of the Earth

5. The student will be able to identify relationships between locations of resources and patterns of population distribution.

The student will demonstrate mastery of this standard by:

- 5.1. Defining renewable and nonrenewable resources
- 5.2. Evaluating patterns of populations of distribution
- 5.3. Retrieving information from resource and population maps
- 5.4. Inferring causes and effects of resources on population through analysis of resource and population maps

History

1. The student will be able to identify and describe different types of government, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy

The student will demonstrate mastery of this standard by:

- 1.1. Citing an example of each type of government from history
- 1.2. Identifying the distribution of power in each type of government
- 1.3. Comparing and contrasting different types of government related to source of authority, limits on power, and examples of each

2. The student will be able to explain the role of Representative Democracy in American government.

The student will demonstrate mastery of this standard by:

- 2.1. Identify characteristics of a representative democracy
- 2.2. Revisiting the roles of the three branches of government
- 2.3. Comparing and contrasting separation of powers and checks and balances
- 2.4. Defining popular sovereignty and its role in maintaining democracy

3. The student will be able to trace the history of voting rights in America.

The student will demonstrate mastery of this standard by:

- 3.1. Defining voting, suffrage, and franchise
- 3.2. Illustrating the expansion of voting rights in America

3rd Grade Catholic Identity Integration in Social Studies

Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will be able to recognize the importance of rules and laws as a way to build character. • The student will portray the characteristics of being a responsible citizen. • The student will reflect the life of Christ by being respectful of all cultures and races. • The student will be able to demonstrate that living things are signs of God's love. • The student will be able to recognize choices to care for others through identifying core and civic virtues. 	<ul style="list-style-type: none"> • The student will discuss the concept of being part of one human family of brothers and sisters, even if we are different. • The student will understand that in God's creation, the rights of individuals should be considered when making rules. • The student will understand that being a good leader means having good character and having peaceful relationships with others. Jesus is a great example of this! • The student will understand the relationship between current taxes being paid to the government and tax collectors that are mentioned in the Bible. 	<ul style="list-style-type: none"> • The student will make connections between holidays and significant religious and historical events. • The student will identify Biblical locations on maps. • The student will be able to produce maps showing location of significant places in Biblical history.

4th Grade

Theme: Mississippi Studies & Regions

Civics**1. The student will be able to describe Mississippi's entry into statehood.****The student will demonstrate mastery by:**

- 1.1. Describing the process by which the Mississippi territory was acquired
- 1.2. Illustrating the steps taken to appropriate Mississippi's admission to the United States
- 1.3. Defining political and geographic reasons for change in location of Mississippi's state capitol
- 1.4. Examining the process of developing Mississippi's state government
- 1.5. Outline the structure of Mississippi government

2. The student will be able to identify people in positions of power and how they can influence people's rights and freedom.**The student will demonstrate mastery by:**

- 2.1. Examining the rights and freedoms guaranteed to citizens
- 2.2. Identifying elected leaders of the community and state
- 2.3. Construct a model of relationships between citizens and people in positions of political power

3. The student will be able to identify rights and responsibilities as a citizen of your community and state.**The student will demonstrate mastery by:**

- 3.1. Examining responsibilities as citizens (e.g. obeying rules and laws)
- 3.2. Discussing active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury

Economics**1. The student will be able to describe Mississippi's economic and military role during the Civil War. Ex: Economic production of iron products, textiles, and ships, Military-provision of military supplies through ports.****The student will demonstrate mastery by:**

- 1.1. Naming military leaders from Mississippi during the Civil War
- 1.2. Tracing the development of slavery and opposition to slavery in Mississippi
- 1.3. Describing the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War
- 1.4. Determining roles of women on the home front and battle front during and after the Civil War

2. The student will be able to evaluate how geographic and economic factors influence life and work in Mississippi.

The student will demonstrate mastery by:

- 2.1. Comparing the abundance and scarcity of resources in a local region to other regions of Mississippi
- 2.2. Describing the division of labor within Mississippi (e.g. government, industry, and agriculture)
- 2.3. Defining opportunity cost
- 2.4. Describing the opportunity cost of choices made within Mississippi (e.g. cotton farming vs. soy bean farming, pasture land vs. industrial development, etc.)
- 2.5. Explaining the benefits and challenges of global trade for Mississippi
- 2.6. Explaining the connections between Mississippi and other states (e.g. economic and political borders, the Natchez Trace, the Mississippi River, the Gulf of Mexico, etc.)
- 2.7. Describing the economic impact of natural disasters

3. The student will be able to trace the economic impact of the Civil War and Reconstruction on Mississippi.

The student will demonstrate mastery by:

- 3.1. Defining the economic structure of Mississippi before and after the Civil War
- 3.2. Defining and evaluating the transportation infrastructure of Mississippi during the Civil War and Reconstruction period
- 3.3. Examining the use of sharecroppers as a response to the end of slavery

Civil Rights

1. The student will be able to analyze the Civil Rights Movement to determine the social, political, and economic impact of Mississippi.

The student will demonstrate mastery by:

- 1.1. Exploring the role of Jim Crow in disenfranchising African Americans
- 1.2. Naming important people of the modern Civil Rights Movement, including Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.
- 1.3. Identifying and explaining events of the modern Civil Rights Movement, including the Brown decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the Ole Miss Riots (James Meredith)
- 1.4. Describing the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown v. Board of Education Supreme Court Case of 1954
- 1.5. Defining vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights

2. The student will be able to examine how culture influences the way people modify and adapt to their environment.**The student will demonstrate mastery by:**

- 2.1. Defining culture in Mississippi
- 2.2. Recognizing ways people celebrate their diverse cultural heritage (e.g. literature, language, games, songs, dances, holidays, etc.)
- 2.3. Analyzing ways people celebrate their diverse cultural heritage

Geography**1. The student will be able to describe the physical geography of Mississippi.****The student will demonstrate mastery by:**

- 1.1. Identifying and mapping Mississippi's geographical regions
- 1.2. Comparing and contrasting the ten geographical regions of Mississippi in terms of soil, landforms, etc.
- 1.3. Illustrating major natural resources of Mississippi (e.g. agricultural, oil, rocks, minerals, etc.)

2. The student will be able to understand how geographic and environmental factors influence life and work.**The student will demonstrate mastery by:**

- 2.1. Comparing the abundance and scarcity of resources in a local region to other regions of Mississippi (e.g. Delta's rich soil vs. coastal waters)
- 2.2. Describing the division of labor within Mississippi (e.g. government, industry, and agriculture)
- 2.3. Describing the opportunity cost of choices made within Mississippi (e.g. cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.)
- 2.4. Explaining the benefits and challenges of global trade for Mississippi
- 2.5. Explaining the economic and political connections between Mississippi and other states (e.g. borders such as the Natchez Trace, the Mississippi River, the Gulf of Mexico, etc.)
- 2.6. Describing the economic impact of natural disasters (e.g. hurricanes, tornadoes, earthquakes, etc.)

3. The student will be able to recognize maps, graphs, and other representations of Mississippi.**The student will demonstrate mastery by:**

- 3.1. Identifying cardinal and intermediate directions (e.g. north, northeast, northwest, south, southeast, southwest, east, and west)
- 3.2. Identifying representations of Mississippi using technology, maps, and globes
- 3.3. Locating Mississippi and the United States using maps and globes

History

- 1. The student will be able to recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States.**
The student will demonstrate mastery by:
 - 1.1. Defining symbols and customs
 - 1.2. Identifying school, community, state and national symbols (e.g. school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.)
 - 1.3. Identifying the pledge of allegiance and patriotic songs as expressions of patriotism
 - 1.4. Explaining historically significant events that shaped America
- 2. The student will be able to distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.**
The student will demonstrate mastery by:
 - 2.1. Mapping and labeling European settlements in early Mississippi, including Fort de Maurepas
 - 2.2. Outlining the routes of early explorers to the New World on maps and a globe
 - 2.3. Describe reasons for conflicts between Europeans and Native Americans in Mississippi, including differing beliefs regarding land ownership, religion, and culture
- 3. The student will be able to describe Antebellum times in Mississippi.**
The student will demonstrate mastery by:
 - 3.1. Exploring causes of the rise of Mississippi cotton culture
 - 3.2. Linking cotton culture to the rise of slavery
 - 3.3. Defining the activities of the Mississippi Antebellum Society
- 4. The student will be able to explain how literature, the arts, architecture, and music distinguish Mississippi from other places.**
The student will demonstrate mastery by:
 - 4.1. Identify Mississippians known for their artwork, music, architecture, and literature
 - 4.2. Describe how literature, the arts, architecture, and music affect tourism within the state
- 5. The student will be able to describe the impact of significant historical figures and events in Mississippi.**
The student will demonstrate mastery by:
 - 5.1. Identify historical figures that are used as symbols of Mississippi culture (monuments, place names, etc.)
 - 5.2. Examine historical events that are significant to Mississippi culture

6. The student will be able to compare and contrast the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez

The student will demonstrate mastery by:

- 6.1. Identify the location of major tribes within Mississippi
- 6.2. Describe the reason for Native American removal in Mississippi and the impact of the removal of Native Americans
- 6.3. Examine how Native American tribes lived, including their homes, roles, beliefs, clothes, games, traditions, and food

4th Grade Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will reflect the life of Christ by being respectful of all cultures and races. • The student will understand being a good, responsible citizen comes from having good character. • The student will be able to identify the importance of compromise and cooperation in maintaining peaceful relationships. • The student will recognize the rights and responsibilities of citizenship. • The student will respect the life and dignity of the human person. • The student will recognize the importance of peaceful relationships with others along with 	<ul style="list-style-type: none"> • The student will express understanding of the rights, duties, and responsibilities to one another, to our families, and to the larger society. • The student will practice the concept of helping the poor and vulnerable as a basic teaching of the Gospel. • The student will understand right versus wrong and how we treat others when learning about the Civil Rights Movement. 	<ul style="list-style-type: none"> • The student will make connections between holidays and significant religious and historical events. • Comparing character traits of Biblical characters (Jesus, Moses, David, Solomon) with important people of the modern Civil Rights Movement, including Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc. • The student will find Biblical examples of vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights.

accepting differing opinions.		<ul style="list-style-type: none">• The student will compare and contrast the abundance and scarcity of resources in Jerusalem to regions of Mississippi (e.g. Delta's rich soil vs. coastal waters).• The student will identify symbols and customs.• The student will recognize that the Pledge of Allegiance states that our nation is "under God."• The student will understand how historic and religious significant events helped to shape America.
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5th Grade

Theme: US History: Pre-Columbian to American Revolution

Civics

1. **The student will be able to explain how weaknesses of the Articles of Confederation led to the Constitution.**
The student will demonstrate mastery by:
 - 1.1. Identifying the features of the Bill of Rights
 - 1.2. Listing the problems of the Articles of Confederation (e.g. lack of executive branch, no taxation power, and weak central government)
 - 1.3. Identifying the contributions of the Northwest Ordinance
 - 1.4. Identifying the ideology of Federalists and Anti-Federalists facts
 - 1.5. Describing the plans and compromises that contributed to the creation of the Constitution
2. **The student will be able to respect the rights of others in discussion and classroom debates.**
The student will demonstrate mastery by:
 - 2.1. Following rules for collegial discussions
 - 2.2. Posing relevant questions and elicit responses from classmates on a given topic
3. **The student will be able to participate in negotiating and compromising in the resolution of differences and conflict.**
The student will demonstrate mastery by:
 - 3.1. Engaging effectively in collaborate discussions (e.g. one-on-one, in groups, and teacher led)
 - 3.2. Summarizing information presented through diverse media and formats

Economics

1. **The student will be able to examine the various types of resources required to provide good and services.**
The student will demonstrate mastery by:
 - 1.1. Identifying the major resources of the US to determine the major industries of those countries in relation to available resources
 - 1.2. Examining why certain products are manufactured in particular places, considering conditions such as weight, transportation availability, costs, and markets

2. The student will be able to explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.**The student will demonstrate mastery by:**

- 2.1. Discovering, comparing, and contrasting the characteristics of a traditional economy, a bartering economy, and a currency-based economy
- 2.2. Examining products that are imported into markets within the United States.
- 2.3. Defining and classifying features of supply and demand
- 2.4. Examining products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.
- 2.5. Examining the meaning of unemployment, inflation, income, and economic growth in the economy

Civil Rights**1. The student will be able to identify ways that people in roles of power can influence people's rights and freedom.****The student will demonstrate mastery by:**

- 1.1. Defining people of power in our lives
- 1.2. Citing examples of people's rights and freedoms
- 1.3. Comparing groups of people who have struggled for equality and civil rights (e.g. Native Americans, African Americans, women, or other cultural, ethnic, or racial minorities in the Western Hemisphere)

2. The student will be able to describe and explain traditions and contributions of various cultures.**The student will demonstrate mastery by:**

- 2.1. Defining culture
- 2.2. Recognizing ways people celebrate their diverse cultural heritage (e.g. literature, language, games, songs, dances, holidays, etc.)
- 2.3. Celebrating a variety of diverse cultural ceremonies and means of artistic expression

Geography**1. The student will be able to locate on a map the physical features of America prior to Exploration.****The student will demonstrate mastery by:**

- 1.1. Identifying major landforms and bodies of water in the Western Hemisphere
- 1.2. Locating and color-coding North and South America pre-Columbian civilizations on a map
- 1.3. Exploring physical, elevation, and cultural maps of America prior to exploration and charting features of each

2. The student will be able to describe physical features of the New World.**The student will demonstrate mastery by**

- 2.1. Comparing and contrasting physical features and landforms of the continents
- 2.2. Identifying how physical features impact communities
- 2.3. Describing different ways physical environments may change over time (e.g. erosion, hurricanes, etc.)

3. The student will be able to recognize maps, graphs, and other representations of the earth.**The student will demonstrate mastery by:**

- 3.1. Identifying representations of the earth using technology, maps, and a globe
- 3.2. Identifying cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west)
- 3.3. Locating Mississippi and the United States using maps and a globe

History**1. The student will be able to differentiate among pre-Columbian civilizations.****The student will demonstrate mastery by:**

- 1.1. Naming and describing the different pre-Columbian civilizations
- 1.2. Comparing and contrasting the social systems of Pre-Columbian civilizations

2. The student will be able to examine the reasons and impact for exploration of the New World.**The student will demonstrate mastery by:**

- 2.1. Locating and labeling a world map depicting the "Old World" and the "New World," depicting European countries of Spain, Great Britain or England, France, etc.
- 2.2. Identifying significant European explorers, their purpose, motives, and accomplishments
- 2.3. Identifying the economic motivations for European exploration and settlement in the Americas
- 2.4. Locating and labeling on maps of North and South America land claimed by Spain, France, England, and Portugal
- 2.5. Explaining the development and impact of colonization on the Columbian Exchange
- 2.6. Analyzing the relationship between early European settlers in America and the Native Americans they encountered

3. The student will be able to describe reasons for colonization of North America.**The student will demonstrate mastery by:**

- 3.1. Investigating mysteries of the New World through the eyes of Europeans during pre-colonization of the Americas
- 3.2. Identifying influential leaders and groups responsible for founding colonial settlements (e.g. John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, John Winthrop, James Oglethorpe)
- 3.3. Trace the development of democratic ideas and discuss the structure of colonial governments that influenced the early colonies (e.g. Magna Carta, Mayflower Compact, House of Burgesses representative government, town meetings)
- 3.4. Demonstrate an understanding of colonial economic life and labor systems in the Americas (e.g. Triangular Trade, indentured servitude, enslaved and free Africans)

4. The student will be able to chart the causes and events leading to the American Revolution and cite the reasons for the establishment of early colonies in North America.**The student will demonstrate mastery by:**

- 4.1. Explaining the impact of the French and Indian War on the American Revolution
- 4.2. Describing the colonial reaction to the British Stamp Act, Intolerable Acts, Boston Massacre, and Tea Act

5. The student will be able to explain major events of the American Revolution and their outcomes.**The student will demonstrate mastery by:**

- 5.1. Outlining the principles contained in the Declaration of Independence.
- 5.2. Identifying key battles of the American Revolution (e.g. Lexington and Concord, Bunker Hill, Saratoga, Cowpens, and Yorktown)
- 5.3. Describing the roles and contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and European support significant to the American cause
- 5.4. Discussing the contributions of ordinary citizens, including African Americans and women, to the American Revolution
- 5.5. Examining efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, the First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress
- 5.6. Tracking advantages and disadvantages of the British and Continental Armies
- 5.7. Cite reasons for colonial victory in the American Revolution
- 5.8. Summarizing the effect of the Treaty of Paris of 1783 on the development of the United States

6. The student will be able to recognize symbols, customs, and celebrations representative of the United States.**The student will demonstrate mastery by:**

- 6.1. Defining symbols and customs
- 6.2. Identifying school, community, state and national symbols (e.g. United States flag, American eagle, etc.)
- 6.3. Identifying the pledge of allegiance and patriotic songs as expressions of patriotism
- 6.4. Explaining historically significant events that shaped America

7. The student will be able to describe the impact of significant historical figures and events.**The student will demonstrate mastery by:**

- 7.1. Identifying historical figures that are used as symbols of American culture (e.g. currency, monuments, names of places, etc.)
- 7.2. Examining historical events that are significant to American culture (e.g. Fourth of July, Thanksgiving Day, Presidents Day, etc.)

5th Grade Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will compare, contrast, and portray symbols and customs in Biblical times to American symbols and customs today. • The student will be able to begin to focus on and discern the influences, positive and negative, that effects of media. 	<ul style="list-style-type: none"> • The student will recognize that societal organization directly affects human dignity and the pursuit of life, liberty, and the pursuit of happiness • The student will understand that we are called by God to protect the planet and all of God's creation. • The student will discuss the meaning of peace as God's life within us. 	<ul style="list-style-type: none"> • The student will be able to make connections between holidays and significant religious and historical events. • The student will be able to list the gifts and the fruits of the Holy Spirit; list and explain the signs and symbols of Confirmation: connecting to identify symbols and customs.

Civics, Economics, Civil Rights, Geography, and History

1. The student will be able to illustrate an understanding of the development of civilization in the Nile River Valley.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 1.1. Inspecting how the physical features of Egypt Influenced the development of civilization
- 1.2. Investigating how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification
- 1.3. Describing the unique features of ancient Egyptian culture and social class structure
- 1.4. Explaining the power structure of the ancient Egyptian government
- 1.5. Determining the significance of the discovery of the Rosetta Stone
- 1.6. Tracing the influence of trade on the development of Egypt

2. The student will be able to examine an understanding of the development of civilization in the river valleys of China.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 2.1 Summarizing the Influence of geographical features on the development of Ancient China
- 2.2 Comparing and contrasting the origins, foundational beliefs and spread of Confucianism and Taoism
- 2.3. Describing various aspects of culture, including language, art, architecture, and social class
- 2.4. Explaining the evolution of imperial government of China
- 2.5. Discussing the development of the Great Wall
- 2.6. Tracing the influence of trade on the development of China

3. The student will be able to demonstrate an understanding of civilization in Indus Valley.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 3.1. Explaining the influence of geographical features on the development of Ancient Indus River Valley
 - 3.2. Analyzing the influence of Hinduism on the Indian culture and social practices
 - 3.3. Describing various aspects of culture, including language, art, and architecture
 - 3.4. Analyzing the power held by each class of the Indian caste system
- Tracing the influence of trade on the development of Indus River Valley

4. The student will be able to analyze the development of civilizations in ancient Greece.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 4.1. Assessing the influence of geographical features on the development of the civilizations of ancient Greece
- 4.2. Explaining how the polytheistic belief system of the ancient Greeks influenced their daily lives
- 4.3. Describing various aspects of Greek culture to include the development of language, art, architecture, social class, and philosophy
- 4.4. Debating the various forms of government to develop in ancient Greece from monarchy, to oligarchy, to democracy
- 4.5. Comparing and contrasting the civilizations of Athens and Sparta
- 4.6. Tracing the influence of trade on the development of Greece

5. The student will be able to inspect the development of Roman Civilization.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 5.1. Explaining how the geographical features of the Italian Peninsula influenced the development of Ancient Rome
- 5.2. Comparing and contrasting how religion affected the daily lives of the Romans describe various aspects of Roman culture, including art, language, social class, and recreation
- 5.3. Comparing the government structure of Rome in the Monarchy, Republic and the Empire
- 5.4. Tracing the influence of trade on the development of Rome

6. The student will explore and evaluate the development of sub-Saharan civilizations in East, South, and West Africa.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 6.1. Explaining how the geographical features of sub-Saharan Africa influenced the development of civilization
- 6.2. Inspecting the origins and foundational beliefs of traditional African religions as well as the influence of Islam on the civilizations of sub-Saharan Africa
- 6.3. Describing various aspects of culture, including art, architecture, and class structure in the civilizations that developed south of the Sahara
- 6.4. Explaining how the civilizations of sub-Saharan Africa were governed
- 6.5. Tracing the influence of trade on the development of sub-Saharan Africa

7. The student will be able to compare and contrast the developments of early world religions and philosophies.

(Domains: Civics, Civil Rights, History)

Students will demonstrate mastery by:

- 7.1. Comparing and contrasting animism, monotheism, and polytheism

- 7.2. Explaining the origins and foundational beliefs of the spread of Christianity, Islam, and Judaism
- 7.3. Inspecting the origins and foundational beliefs of the spread of Buddhism and Hinduism

8. The student will be able to assess the Middle Ages and the emergence of nation-states in Europe.

(Domains: Civics, Geography, History, Economics)

Students will demonstrate mastery by:

- 8.1. Explaining the system of feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily life of peasants and serfs, and the manor economy
- 8.2. Debating the effects of the Magna Carta on the feudal system and how it leads to the development of a representative government in England
- 8.3. Summarizing the events of the Crusades and explain their lasting effects on Europe
- 8.4. Explaining the role and influence of the Roman Catholic Church in medieval Europe
- 8.5. Analyzing the economic, political, and social effects of the plague on Europe

9. The student will be able to investigate the impact of the Renaissance and the Reformation on Europe.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 9.1. Explaining the influence of the idea of humanism on the development of the Renaissance
- 9.2. Identifying key figures of the Renaissance throughout Europe to include their accomplishments in the arts, music, literature, and architecture
- 9.3. Explaining the causes, events, and points of contention of both the Reformation and the Counter Reformation
- 9.4. Tracing how the Renaissance encouraged the development of trade

Suggested Courses of Study for Social Studies

Beginning in grade seven, additional course options, such as honors or Advance Placement classes, may be offered. The specific standards for honors or AP classes are determined at the local level, but all must meet and exceed curriculum standards and objectives in this document. Copies of the curriculum standards for ALL classes offered must be approved by the Office of Education, and a copy of approved standards must be kept on file at the school and the Office of education.

Grade	Option A	Option B
7	U.S. History: Pre-Columbian to Reconstruction and Citizenship	U.S. History: Pre-Columbian to Reconstruction and Citizenship
8	Mississippi Studies (.5) and World Geography (.5)	Mississippi Studies (.5) and World Geography (.5)
9	World History from Age of Enlightenment to Present	Honors or A.P. World History from Age of Enlightenment to Present
10	U.S. History: 1877 to Present	Honors, A.P., or Dual Credit U.S. History
11	U.S. Government (.5) and Economics (.5)	A.P. Government (.5) and A.P. Economics (.5)
12	Electives	Electives or Advanced History classes (Advanced World Geography, A.P. Human Geography, or A.P. Comparative Politics)

Local administration will determine which elective history classes are offered and what curriculum standards govern the chosen courses. Some recommended elective options include: Problems in American Democracy; Law-Related Education; Sociology; Psychology; History of the Ancient Middle East; African American Studies; Minority Studies; Humanities

Catholic Identity Integration in Middle and High School Social Studies Courses

As courses progress at the middle and high school levels, theology and religion classes become more departmentalized and offer a number of opportunities for integration with other subjects. The following are suggested opportunities for integration in the social studies classes. In addition to the opportunities listed below, teachers are expected to work cooperatively with religion and theology teachers in their schools to ensure that the strong spirit of our Catholic faith is woven into every academic class.

Core Values of Classroom Behavior and Culture
<ol style="list-style-type: none">1. Teachers and students treat one another with dignity and respect, acknowledging that each individual is created in the image and likeness of God.2. Students are expected to complete all assignments honestly, avoiding cheating, plagiarism, and other unethical behaviors.3. Communal prayer is encouraged to start or end every class.
Integration of Scripture and Church Teaching
<ol style="list-style-type: none">1. Teachers will attempt to make connections between topics covered and ways in which students can help our Church and community.2. When appropriate, teachers will make connections between Catholic Social Teachings and social studies content, particularly in classes such as civics and economics.3. Teachers will help students study specific events in history in light of the Church's teaching on specific topics and encourage students to truly consider the moral and ethical decisions that led to specific events.
Historic Church Figures and Events
<ol style="list-style-type: none">1. In history classes, teachers will explain or allow students to research the status of the Church during the specific time periods being studied, citing notable figures and events that happened within the Church during that time period.

7th Grade

US History: Exploration to 1877

Civics, Economics, Civil Rights, Geography, and History**1. The student will be able to examine major aspects of the development of the United States from Exploration to 1754.**

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 1.1. Tracing explorers' routes to the New World
- 1.2. Giving examples of items involved in the Columbian Exchange
- 1.3. Identifying the beginning of the Atlantic slave trade with Spaniards in South/Central America
- 1.4. Examining the diversity that emerged with the establishment of colonial America
- 1.5. Describing how the English Bill of Rights, the Mayflower Compact, and the Virginia House of Burgesses led to the English Colonial idea of self-government; describing the social structures that formed in the various colonies
- 1.6. Describing the relationships between the various Native American and colonial groups

2. The student will be able to evaluate the key people, factors, and events which led to the American Revolution and establishment of United States government.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 2.1. Explaining colonists' roles in the French and Indian War
- 2.2. Recognizing and tracing the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.)
- 2.3. Identifying key figures in the early Revolutionary Era (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)
- 2.4. Comparing and contrasting the decisions that the First Continental Congress and Second Continental Congress made
- 2.5. Examining the immediate events that led to the first shot of the Revolutionary War and the significance of major battles and places (Bunker Hill/Breeds Hill, Long Island, Trenton/Princeton, Saratoga, Valley Forge, Monmouth, Cowpens, Yorktown, Morristown, etc.)
- 2.6. Recognizing key people's roles during the Revolutionary War (George Washington, Benedict Arnold, Horatio Gates, Nathanael Greene, Henry Knox, Charles Cornwallis, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Loyalists, Patriots, etc.)
- 2.7. Summarizing the terms of the Treaty of Paris (1783)

3. The student will be able to identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic.

(Domains: Civics, Civil Rights, History)

Students will demonstrate mastery by:

- 3.1. Describing the powers given to the Continental Congress by the Articles of Confederation
- 3.2. Analyzing the weaknesses of the Articles of Confederation that led to a call for a new constitution
- 3.3. Identifying the major compromises at the Constitutional Convention
- 3.4. Describing the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches
- 3.5. Describing the process of a bill becoming a law
- 3.6. Describing the compromises between Federalists and Anti-Federalists that led to the Bill of Rights

4. The student will be able to analyze the challenges and central ideas involved in creating the new nation.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 4.1. Evaluating the differences in political opinions of the new federal government that led to the formation of political parties
- 4.2. Distinguishing the importance of George Washington's presidency and his Farewell Address on the American presidency
- 4.3. Analyzing the significance of early Supreme Court cases and explaining impacts on the United States, including *Marbury v. Madison*, *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, and *Worcester v. Georgia*
- 4.4. Assessing the United States' development and impact of foreign policy, including its response to the French Revolution, the Neutrality Proclamation, the Alien and Sedition Acts, the XYZ Affair, the Embargo Act, impressment, the War of 1812, the Era of Good Feelings, etc.

5. The student will be able to interpret the geographical, social, and political causes, challenges, and effects of westward expansion.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 5.1. Assessing the reasons that the United States purchased Louisiana from France
- 5.2. Discussing the significance of the Lewis and Clark Expedition
- 5.3. Analyzing the purpose, challenges, and the political, racial, religious, and economic incentives associated with the concept of Manifest Destiny
- 5.4. Summarizing Andrew Jackson's roles in the growing United States, including the Jacksonian Era, "Corrupt Bargain", the Democratic Party, the Bank War, the Nullification Crisis, Indian Removal, etc.
- 5.5. Tracing Indian Removal, including the Cherokees' "Trail of Tears"
- 5.6. Explaining the causes and effects of Texas independence and the Mexican-American War

6. The student will be able to interpret the causes, challenges, and effects of the Industrial Revolution.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 6.1. Summarizing how the Industrial Revolution began in the United States
- 6.2. Identifying key people and their contributions in the Industrial Revolution
- 6.3. Tracing the development of transportation and communication systems during the Industrial Revolution
- 6.4. Comparing and contrasting the cultural, religious, and social impact in American life that resulted from the Industrial Revolution
- 6.5. Assessing how geography led to the location of factories, including rivers, urban areas, etc.

7. The student will be able to evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century.

(Domains: Civics, Civil Rights, History)

Students will demonstrate mastery by:

- 7.1. Summarizing the works of formerly enslaved African Americans who worked to lead others to freedom
- 7.2. Evaluating abolitionists' roles in bringing the reality of slavery to the nation, including Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.
- 7.3. Comparing and contrasting the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments, including phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights"
- 7.4. Examining leaders in the women's suffrage movement, including biographies, writings, and speeches of Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and their influence on women's rights

8. The student will be able to interpret the social and economic conflicts between the North and South that would eventually lead to the American Civil War.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 8.1. Synthesizing prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North
- 8.2. Tracing the origins and development of slavery and its impact on the nation's political, social, religious, economic, and cultural development
- 8.3. Analyzing the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi
- 8.4. Identifying major legislation and Supreme Court decisions that strived to both overturn and preserve slavery, resulting in sectional strife, including the Missouri Compromise, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, Bleeding Kansas, the Dred Scott Decision, the Underground Railroad, the Quakers' influence, etc.

9. The student will be able to identify and evaluate the key events and people involved in the American Civil War.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 9.1. Analyzing the reasons that the North and the South waged war against one another, including slavery and states' rights
- 9.2. Examining key early battles and plans which shaped decisions in the North and South, including First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.
- 9.3. Identifying key Northern and Southern political and military leaders and their contributions
- 9.4. Evaluating the contributions of women, African Americans, and other minority groups to the war effort, including Clara Barton, the 54th Massachusetts Regiment, and Native Americans
- 9.5. Tracing the events that led to northern victory in the Civil War, including total war, industrial, population, resource, and technological advantages
- 9.6. Analyzing key documents and actions (in the North and South) during the Civil War, including the Emancipation Proclamation, the Gettysburg Address, draft laws, and the income tax

10. The student will be able to analyze the Reconstruction efforts in post-Civil War America.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 10.1. Comparing congressional and presidential reconstruction plans
- 10.2. Tracing the economic changes in the post-Civil War South, including Lincoln's Plan, the Wade-Davis Bill, Johnson's Plan, and Radical Reconstruction
- 10.3. Distinguishing the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty
- 10.4. Examining the Southern resistance to Reconstruction reforms, including Black Codes, Jim Crow Laws, Ku Klux Klan, etc.

Introduction to Geography

Civics, Economics, Civil Rights, Geography, and History
<p>1. The student will be able to investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Domains: Geography, History, Economics) Students will demonstrate mastery by:</p> <p>1.1. Evaluating the advantages and disadvantages of using different maps and geospatial technologies for analyzing spatial distributions and patterns on Earth</p> <p>1.2. Utilizing maps and geospatial technologies to explain relationships among people, places, and environments</p> <p>1.3. Categorizing the geographic organization of people, places, and environments using spatial models</p> <p>2. The student will be able to assess the nature, genesis, evolution, and meaning of places. (Domains: Geography, History, Economics) Students will demonstrate mastery by:</p> <p>2.1. Distinguishing the physical and human characteristics of different places that contribute to different personal, community, and national identities</p> <p>2.2. Contrasting the ways that places change as a result of physical and human processes</p> <p>2.3. Investigating how culture and experience influence people's perceptions of places</p> <p>3. The student will be able to contrast how regions are used to describe the organization of the Earth's surface. (Domains: Geography, History, Economics) Students will demonstrate mastery by:</p> <p>3.1. Utilizing formal, functional, and perceptual delineations of regions to highlight the different understandings they produce</p> <p>3.2. Interpreting processes and reasons for regional change</p> <p>3.3. Analyzing interactions among regions to show transnational relationships, including the flow of commodities and internet connectivity</p> <p>3.4. Tracing how globalization processes produce variable impact on people, places, and environments in different regions of the world</p> <p>3.5. Contrasting how perceptions of places and regions are based on direct and indirect experiences and that those perceptions can change</p>

4. The student will be able to compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).

(Domains: Geography, History, Economics)

Students will demonstrate mastery by:

- 4.1. Formulating how the Intertropical Convergence Zone migrates seasonally because of Earth-Sun relationships and the effects produced by this on places around the Earth
- 4.2. Illustrating how processes that shape the physical environment produce different conditions in different places on Earth
- 4.3. Comparing how ecosystems vary from place to place and over time as a result of physical processes

5. The student will be able to identify and describe the characteristics and processes of human population and migration on Earth.

(Domains: Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 5.1. Analyzing the demographic structure of human populations on Earth and the implications of different demographic structures
- 5.2. Tracing the changes in human populations that result from changes in the rate of natural increase
- 5.3. Creating the major migration streams in the U.S. and the world at present and in the past in terms of time, distance, and cause
- 5.4. Contrasting the consequences of migration for people as well as in the origin and designation places

6. The student will be able to apply the complex and multifaceted concept of culture to places on Earth.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 6.1. Evaluating contact between differing cultures
- 6.2. Composing the diffusion of ideas and technologies causing change in the characteristics and distributions of cultures
- 6.3. Justifying how cultural landscapes exist and vary across space and time

- 7. The student will be able to trace the patterns and networks of economic interdependence on Earth's surface.**
(Domains: Civics, Geography, History, Economics)
Students will demonstrate mastery by:
- 7.1. Investigating how and why the ratio of primary, secondary, and tertiary livelihoods differs from country to country around the world and has changed over time
 - 7.2. Comparing and contrasting the advantages and disadvantages of subsistence and commercial livelihoods and how people move from one to the other and what the changes have been over time
 - 7.3. Analyzing the impact of economic interdependence and globalization on places and their populations and environments
 - 7.4. Illustrating how integrated transportation and communication networks provide the infrastructure essential to economic interdependence at local to global scales
- 8. The student will be able to analyze boundaries and territorially delimited entities and the cooperation and conflicts that occur among them.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
Students will demonstrate mastery by:
- 8.1. Analyzing how different types of territories manage and control Earth's surface in different ways
 - 8.2. Comparing the advantages and disadvantages of political and other boundaries that are based on physical and human factors
 - 8.3. Debating how countries and organizations make agreements to cooperate in managing and using Earth's surface
 - 8.4. Estimating how conflict occurs at the international level because of disagreements over the division, control, and management of Earth's surface
- 9. The student will be able to interpret how human actions modify the physical environment.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
The student will demonstrate mastery by:
- 9.1. Interpreting how human-induced changes in one place can affect the physical environment in other places
 - 9.2. Measuring how the use of technology has changed the scale at which people can modify the physical environment
 - 9.3. Debating how the physical environment can accommodate and be endangered by human activities

10. The student will be able to analyze the patterns of human settlements and explain their processes of development and operation.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 10.1. Diagramming the different types of urban land uses and analyzing how they are systematically arranged
- 10.2. Comparing how human activities have contributed to the development of settlements at particular locations
- 10.3. Contrasting how the number and types of services differ for settlements of various sizes (small to large)

11. The student will be able to illustrate how human systems develop in response to physical environment conditions.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 11.1. Comparing how characteristics of the physical environment can be both opportunities and constraints, depending on people's knowledge, technology, and choices
- 11.2. Explaining the processes that produce various environmental hazards
- 11.3. Formulating how people perceive, prepare, and cope with environmental hazards in different ways, or fail to do so

12. The student will be able to examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 12.1. Categorizing how cultures differ in their definition and use of resources
- 12.2. Analyzing the current use of renewable, nonrenewable, and flow resources with respect to suitability, viability, and sustainability
- 12.3. Inspecting the processes by which the main resources needed in the contemporary world are formed, extracted, refined, and transported

Civics, Economics, Civil Rights, Geography, and History	
1. The student will be able to examine the geographic features of Mississippi.	<p>(Domains: Geography, History, Economics)</p> <p>The student will demonstrate mastery by:</p> <p>1.1. Identifying the physical features of Mississippi, including landforms and soil regions</p> <p>1.2. Differentiating between various geographic regions</p> <p>1.3. Identifying and assessing the geographic and physical features that set Mississippi apart from others' states</p> <p>1.4. Explaining how the features of Mississippi contribute to the social and economic development of the state</p> <p>1.5. Evaluating the effects of geographic features (e.g., the Mississippi River and the Gulf Coast) on technological and economic development in Mississippi</p> <p>1.6. Assessing the political, economic, and social effects of geographic processes (e.g., the Great Flood of 1927, Hurricanes Camille, and Hurricane Katrina) on technological and economic development in Mississippi</p> <p>1.7. Identifying the counties and county seats within the state of Mississippi</p>
2. The student will be able to compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on its history and traditions.	<p>(Domains: Civics, Civil Rights, Geography, History, Economics)</p> <p>The student will demonstrate mastery by:</p> <p>2.1. Explaining the impact of Mississippi's geography on the cultural development of its First Nations</p> <p>2.2. Tracing the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory</p> <p>2.3. Evaluating the impact of native cultures on Mississippi, past and present</p>
3. The student will be able to examine the motivations and effects of European settlement in Mississippi.	<p>(Domains: Civics, Geography, History, Economics)</p> <p>The student will demonstrate mastery by:</p> <p>3.1. Comparing and contrasting the first French, Spanish and English settlements in Mississippi</p> <p>3.2. Assessing the results of European exploration and settlement on the cultural development of Mississippi (e.g., Code Noir)</p> <p>3.3. Evaluating the impact of European cultures on modern Mississippi</p>

4. The student will be able to explain the development of the Mississippi Territory and its evolution to statehood.

(Domains: Civics, Geography, History, Economics)

The student will demonstrate mastery by:

- 4.1. Investigating Mississippi in the colonial and revolutionary periods
- 4.2. Examining the conflicts, treaties, and subsequent removal of indigenous Mississippians
- 4.3. Tracing the events and legislative processes necessary for Mississippi to gain statehood
- 4.4. Analyzing government and political influences throughout the state of Mississippi
- 4.5. Analyzing the constitutions of Mississippi and making comparisons to the United States Constitution

5. The student will be able to analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 5.1. Tracing the evolution of slavery in Mississippi
- 5.2. Discussing the conditions that drove the plantation economy in antebellum Mississippi
- 5.3. Contrasting the culture and social structure that developed in Mississippi during the antebellum period

6. The student will be able to recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 6.1. Examining the roles and contributions of women and minorities in the Civil War
- 6.2. Analyzing the military actions that took place in Mississippi during the Civil War
- 6.3. Detailing the effects of the Civil War on Mississippi's economy
- 6.4. Tracing the various attempts at reconstruction in Mississippi and the responses to them
- 6.5. Examining the lasting cultural effects of the Civil War and Reconstruction on Mississippi

- 7. The student will be able to examine the economic, political and social changes in post-Reconstruction Mississippi.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
The student will demonstrate mastery by:
- 7.1. Evaluating the impact of Reconstruction on Mississippi's social structure
 - 7.2. Tracing the changes in Mississippi's economy and technology in the decades following Reconstruction
 - 7.3. Analyzing Reconstruction reforms that contributed to the social and economic realities for African Americans during the Jim Crow Era in Mississippi
 - 7.4. Examining the changes of the Mississippi Constitution from Reconstruction to 1890
- 8. The student will be able to evaluate the role of Mississippi in the Civil Rights Movement.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
The student will demonstrate mastery by:
- 8.1. Analyzing the significant figures, groups, events, and strategies of the Civil Rights Movement in Mississippi
 - 8.2. Examining the conflict between the Federal and State governments during the Civil Rights Era
 - 8.3. Evaluating the lasting impact of the Civil Rights movement on Mississippi
- 9. The student will be able to evaluate the economic characteristics of modern Mississippi.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
The student will demonstrate mastery by:
- 9.1. Describing Mississippi's modern economy
 - 9.2. Analyzing the economic development of major industries in Mississippi
 - 9.3. Tracing Mississippi's global economic relationships
 - 9.4. Analyzing the current trends and historic record of poverty and wealth distribution in Mississippi
- 10. The student will be able to analyze the structure and function of local and state government in Mississippi.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
The student will demonstrate mastery by:
- 10.1. Evaluating the rights and responsibilities of Mississippi citizenship
 - 10.2. Identifying and describing the duties of the three branches of state government
 - 10.3. Examining the various forms of local governments and evaluating how they meet the needs of local communities
 - 10.4. Comparing types of services offered by local and state government to meet the needs of Mississippians

11. The student will be able to examine the cultural impact of Mississippi artists, musicians, and writers on the state, nation, and world.

(Domains: Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 11.1. Describing the accomplishments of important Mississippi artists
- 11.2. Analyzing how Mississippi's history has impacted artists, musicians, and writers
- 11.3. Examining the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi
- 11.4. Analyzing the impact of religious traditions on artistic expressions of Mississippians
- 11.5. Identifying locations in Mississippi that have artistic significance

12. The student will be able to examine the contributions of various ethnic groups in Mississippi.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 12.1. Identifying the various ethnic groups of Mississippi
- 12.2. Citing evidence of the growing ethnic diversity of Mississippi's population
- 12.3. Analyzing the push and pull factors of migrating to Mississippi
- 12.4. Describing the contributions of various ethnic groups in Mississippi

World History: Age of Enlightenment to the Present

1. The student will be able to investigate the important ideas and achievements of scientists and philosophers in the Scientific Revolution and the Age of Enlightenment.

(Domain: Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 1.1. Identifying the new theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei and Sir Isaac Newton
- 1.2. Comparing and contrasting the new methods of reasoning as demonstrated by Sir Francis Bacon (inductive reasoning and the scientific method) and Rene Descartes (deductive reasoning)
- 1.3. Contrasting the opposing views of Thomas Hobbes and John Locke concerning the domination of absolute governments
- 1.4. Differentiating the influences of developing democratic ideals as perceived by Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau

2. The student will be able to analyze the causes of the French Revolution and its impact on Europe.

(Domains: Geography, History, Economics)

The student will demonstrate mastery by:

- 2.1. Examining various opinions concerning the development of democratic ideals amidst the economic troubles of the French social classes
- 2.2. Explaining the impact of the successful American Revolution on the French call for social equality as expressed in the "Declaration of the Rights of Man and the Citizen" (1789)
- 2.3. Examining the geographic and political influence of Napoleon on the concepts of liberalism and nationalism that spread across Europe
- 2.4. Analyzing the impact of the revolutionary period on the abolition of the Atlantic slave trade, the emancipation of Spanish America, and the issuance of the Monroe Doctrine by the United States
- 2.5. Evaluating the attempt to return Europe to the rule of absolutism as prescribed by the Congress of Vienna and the creation of the Concert of Europe

3. The student will be able to examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.

(Domains: Civics, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 3.1. Contrasting the important factors that contributed to the beginnings of the Industrial Revolution in England, including a supportive government, inventive people, access to raw materials, and investment wealth
- 3.2. Examining important concepts and inventors during the Agricultural Revolution including Charles Townshend (crop rotation), John Deere (steel plow), Cyrus McCormick (mechanical reaper), and the Enclosure Movement
- 3.3. Evaluating important concepts and inventors during the Industrial Revolution including James Hargreaves (spinning jenny), Eli Whitney (cotton gin), and James Watt (steam engine), Thomas Edison (electrical innovations), and the Bessemer Process
- 3.4. Contrasting factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East

4. The student will be able to analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism, including socialism and Marxism.

(Domains: Civics, Geography, History, Economics)

- 4.1. Comparing and contrasting the principles of capitalism as developed by economists Adam Smith, Thomas Malthus, and David Ricardo
- 4.2. Examining socialist responses to the Industrial Revolution and the dominance of capitalism, including the ideas of Henri Saint-Simon, Charles Fourier, Robert Owen, and the influence of unionism
- 4.3. Comparing the development of "scientific socialism" by Karl Marx and Frederick Engels to utopian socialism and capitalism

5. The student will be able to analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.

(Domains: Civics, Geography, History, Economics, Civil Rights)

The student will demonstrate mastery by:

- 5.1. Debating the failure of European monarchs to reestablish absolutism in the wake of the French Revolution during the revolutionary period of 1848
- 5.2. Examining the shift in the European balance of power that emerged due to Italy's unification, led by Count Camillo Cavour, and Germany's unification, led by Otto von Bismarck
- 5.3. Analyzing the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires
- 5.4. Illustrating events in Russian history that propelled it into the twentieth century including the reign of the Romanov dynasty, Russian expansionism, and emancipation of the serfs
- 5.5. Examining the creation of the dual-monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and on the European Balkan Peninsula
- 5.6. Comparing the impact of modern societal changes that improved urban development during the nineteenth century

6. The student will be able to investigate the mass movement of rural-to-urban migration as a result of industrialization.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 6.1. Appraising government reactions to social problems, including Britain and Germany's passage of labor law, early welfare, and insurance programs
- 6.2. Investigating major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann (city redesign), Edwin Chadwick (sanitary conditions), Louis Pasteur, and Joseph Lister (germ theory)
- 6.3. Inspecting modern intellectual movements and contributions that had international impact, including the ideas of Charles Darwin (natural selection), Emmeline Pankhurst (women's suffrage), Marie Curie (radium), Sigmund Freud (psychoanalysis), and Albert Einstein (Atomic Theory of Relativity)

7. The student will be able to evaluate western imperialism as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 7.1. Appraising various social justifications for imperialism, including the spread of Christianity, democratic ideals, education, and medical advances
- 7.2. Formulating various economics factors for imperialism, including raw material/markets, employment for governing countries, and the concept of Social Darwinism as a justification for subjugation over imperial claims
- 7.3. Tracing important events in Asian imperialism, including the establishment of Chinese spheres of influence by western powers, British colonization of India, Opium War, Hawaiian annexation by the United States, U.S.-Filipino War, Boxer Rebellion, U.S. Open Door Policy, and Russo-Japanese War
- 7.4. Comparing important events in the partition of Africa by European powers, including the French occupation of Algeria, Belgium's claim to the Congo, construction of the Suez Canal, defeat of Italy by Ethiopia, Anglo-Boer Wars, and development of "apartheid" in South Africa
- 7.5. Inspecting important events in Latin American imperialism by the United States, including the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal

8. The student will be able to examine the causes, effects, and significant events of World War I.

(Domains: Civics, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 8.1. Contrasting the primary causes of World War I, including the rise of militarism, alliance systems, nationalism, imperialism, an assassination of Archduke Franz Ferdinand
- 8.2. Examining the role of propaganda as a means to mobilize civilian populations during World War I, particularly evaluating the effect of prolonged trench-warfare (of attrition)
- 8.3. Analyzing the major geopolitical shift of United States' foreign policy during World War I in order to "make the world safe for democracy," marking the transition from a policy of isolation to an increased role in international affairs
- 8.4. Investigating the issues created by the Treaty of Versailles (1919), including its punitive stance toward Germany, the creation of the League of Nations, the mandate system, and the geopolitical changes that occurred following World War I
- 8.5. Evaluating the physical and economic destruction caused by World War I

9. The student will be able to contrast the challenges of the interwar period, emphasizing the rise of totalitarian states.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 9.1. Analyzing the Treaty of Versailles as an agent for unrest
- 9.2. Identifying how the economic crisis of the Great Depression led to the rise of totalitarian dictators in Italy, Germany, and the U.S.S.R.
- 9.3. Justifying how the effects of the Great Depression impacted the relationships between the United States and foreign nations, including: the Dawes Plan in Germany and soured relations in Latin America
- 9.4. Evaluating the world-wide decolonization movement, addressing nationalism, democracy, and religious influences pertaining to international conflicts, including: the independence movements within the British Empire, the French Algerian War, and Arab-Israeli conflicts
- 9.5. Examining how civil wars in Russia and China led to the growth and spread of Communism, including: the rise of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China
Analyzing Japanese militarism and territorial expansion, including: Manchuria and the Rape of Nanjing

10. The student will be able to compare and contrast the causes, effects, and significant events of World War II.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 10.1. Analyzing totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examining how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war
- 10.2. Illustrating the major turning points of World War II in both the European and Pacific theatres, including: the German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, and Battle of the Bulge
- 10.3. Tracing the geopolitical shifts following World War II, including the bipolarization of Europe, the creation of Israel, and anti-Semitic responses
- 10.4. Explaining how ongoing political and geographic disputes necessitated the creation of the United Nations to successfully maintain global order during periods of international unrest, including: the Atomic Era and the prevention of war crimes and "crimes against humanity"

11. The student will be able to analyze the period of post-World War II recovery and realignment emphasizing the social, economic, and political effects of the Cold War.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will be able to demonstrate mastery by:

- 11.1. Investigating the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era, including effects of The Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union
- 11.2. Formulating the development of the two Cold War superpowers—the United States and the Soviet Union, and tracing the origin of the Cold War through the Yalta and Potsdam Conferences, Marshall Plan, Truman Doctrine, “Iron Curtain,” NATO (North Atlantic Treaty Organization), and Warsaw Pact
- 11.3. Analyzing how American democracy and Soviet communism differed in their methods of ideological expansion, including expansionist efforts of the Soviet Union versus America’s policy of containment in Greece and Turkey, Eastern Europe, Germany, South Korea, Vietnam, etc.
- 11.4. Tracing the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa, including Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.
- 11.5. Illustrating the collapse of the Soviet Union and identifying Russia’s struggle for democracy, including the impact of liberalism, perestroika (free markets), glasnost (openness), and economic recovery brought on by Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.

12. The student will be able to debate the changing role of globalization in the contemporary world.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 12.1. Examining issues that helped advance civil and human rights, including the role of Nelson Mandela in South Africa and Martin Luther King Jr. in the United States; also addressing the impact of humanitarian military engagements such as the Balkan Wars in Kosovo and Bosnia
- 12.2. Examining OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations, including oil embargos, the Iranian Hostage Crisis, and the Gulf Wars
- 12.3. Analyzing the aspects of modern domestic and global terrorism including the September 11th attack, the War in Afghanistan, and the rise of ISIS
- 12.4. Assessing the impact of global reactions to immigration, national deficits, and anti-austerity movements, including the Arab Spring, British Brexit Movement, and the election of Donald Trump as President of the United States
- 12.5. Debating the impact of modern technology as a prompter of immediate reactions to government policies and discussing the influence of social media on various facets of society and culture

US History: 1877 to Present

1. **The student will be able to trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
Students will demonstrate mastery by:
 - 1.1. Illustrating the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad
 - 1.2. Comparing the changing role of the American farmer, including establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues
 - 1.3. Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians
 - 1.4. Explaining the impact of the Populist movement on the role of the federal government in American society
2. **The student will be able to analyze industrialization and its impact on the United States in the late 19th and early 20th century.**
(Domains: Civics, Civil Rights, Geography, History, Economics)
Students will demonstrate mastery by:
 - 2.1. Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison
 - 2.2. Comparing population percentages, motives, and settlement patterns of immigrants from Asia and Europe and analyzing the Chinese Exclusion Act and immigration quotas
 - 2.3. Interpreting the impact of the New Industrial Age on life in urban areas, including working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams, and the Social Gospel
 - 2.4. Analyzing the effects of laissez-faire economics on business practices in the United States and their effects, including John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, and the Sherman Anti-trust Act
 - 2.5. Tracing the evolution from the power of the political machines to Civil Service reform, including Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act

3. The student will be able to evaluate causes, goals, and outcomes of the Progressive Movement.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 3.1. Assessing the impact of media on public opinion during the Progressive Movement, including Upton Sinclair, Jacob A. Riis, Ida M. Tarbell, women's suffrage, and the Temperance Movement
- 3.2. Tracing the development of political, social, and cultural movements and subsequent reforms, including Jim Crow laws, *Plessy v. Ferguson*, women's suffrage, the Temperance Movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey
- 3.3. Comparing and contrasting presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson, including Trustbusting, the Pure Food and Drug Act, the Meat Inspection Act, the Federal Reserve, conservation, the Hepburn Act, and the Federal Trade Commission
- 3.4. Tracing national legislation resulting from and affecting the Progressive Movement, including the Sherman Antitrust Act and the Clayton Antitrust Act

4. The student will be able to assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 4.1. Investigating causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship *USS Maine*, and economic interest in Cuba
- 4.2. Evaluating the role of the Rough Riders on the iconic status of President Theodore Roosevelt
- 4.3. Analyzing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and the Caribbean
- 4.4. Tracing the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests
- 4.5. Evaluating the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests
- 4.6. Comparing the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy
- 4.7. Evaluating the factors that led to the United States' involvement in World War I
- 4.8. Investigating controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations

4.9.

5. **The student will be able to debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s.**

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 5.1. Debating radio, cinema, and print media for their impact on the creation of mass culture
- 5.2. Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mencken, to characterize the era of the 1920s
- 5.3. Determining the relationship between technological innovations and the creation of increased leisure time
- 5.4. Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis
- 5.5. Comparing and contrasting the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression
- 5.6. Analyzing the impact of the changes in the 1920s on the economy, society, and culture, including mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance
- 5.7. Debating the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial
- 5.8. Examining notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston
- 5.9. Analyzing the Great Depression for its impact on the American family, including the Bonus Army, Hoovervilles, the Dust Bowl, and Dorothea Lange
- 5.10. Investigating conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.

- 6. The student will be able to analyze the causes and effects of the Great Depression and the New Deal.**
 (Domains: Civics, Civil Rights, Geography, History, Economics)
Students will demonstrate mastery by:
- 6.1. Comparing the causes of the Great Depression, including the uneven distribution of wealth, rampant stock market speculation, the collapse of the farm economy, policies of the federal government and the Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act
 - 6.2. Investigating how President Hoover's initial conservative response to the Great Depression failed
 - 6.3. Analyzing President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor
 - 6.4. Evaluating the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal power
- 7. The student will be able to examine the nation's role in World War II and the impact on domestic affairs.**
 (Domains: Civics, Civil Rights, Geography, History, Economics)
Students will demonstrate mastery by:
- 7.1. Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy
 - 7.2. Examining roles of significant World War II leaders, including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, and George S. Patton
 - 7.3. Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings
 - 7.4. Analyzing how war crimes were committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials, and post-war conventions, including the Universal Declaration of Human Rights and the Genocide Convention
 - 7.5. Analyzing the reasons for, and results of, dropping atomic bombs on Japan
 - 7.6. Describing the mobilization of various industries to meet war needs
 - 7.7. Explaining how the United States expanded its military through the use of selective service
 - 7.8. Tracing the way in which the United States government took control of the economy through rationing, price controls, limitations on labor unions, the sale of bonds, and wage controls.
 - 7.9. Identifying ways in which the roles of women and minorities changed during the war
 - 7.10. Summarizing the discrimination that Japanese Americans faced during World War II, including *Korematsu v. U.S.*

8. The student will be able to assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture.

(Domains: Civics, Civil Rights, Geography, History, Economics)

Students will demonstrate mastery by:

- 8.1. Distinguishing between a cold war and a conventional war
- 8.2. Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China
- 8.3. Analyzing the breakdown of relations between the United States and the Soviet Union after WWII
- 8.4. Identifying and explaining the steps the United States took to contain communism during the Truman and Eisenhower administration
- 8.5. Describing how the Truman doctrine and the Marshall Plan deepened the tensions between the United States and the Soviet Union
- 8.6. Identifying the importance of the following on Cold War tensions, including the Berlin Blockade, the Berlin Airlift, NATO, the Warsaw Pact, and the Iron Curtain
- 8.7. Evaluating the role, function, and purpose of the United Nations (UN)
- 8.8. Examining the United States' reaction to the Communist takeover in China
- 8.9. Summarizing the Korean War and its impact on the Cold War
- 8.10. Describing the American government's efforts to control the spread of communism within the United States and its impact on individual freedoms
- 8.11. Discussing the role of the space race in the Cold War, taking into account Sputnik, the U-2 incident, and NASA

9. The student will be able to demonstrate an understanding of domestic and international issues each administration.

(Domains: ivics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 9.1. Analyzing the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including The New Frontier, Great Society, "the silent majority", the anti-war and counter-cultural movements, the Watergate scandal, and *U.S. v. Nixon*
- 9.2. Debating the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society
- 9.3. Citing and analyzing the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including AIM, UFW, and the American Disabilities Act
- 9.4. Describing the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including the Equal Pay Act
- 9.5. Analyzing the impact of the environmental movement and the development of environmental protection laws
- 9.6. Explaining how federal, state, and local governments have responded to demographic and social changes, including population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse

10. The student will be able to explain the reaction to the Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1874 to 1992.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 10.1. Appraising the influence of the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, Love Canal, Three Mile Island, Reaganomics, PACTO, etc.
- 10.2. Analyzing Reagan's and Bush's pro-active international policies, including: Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.

11. The student will be able to evaluate the impact of the Civil Rights Movement on social and political change in the United States.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 11.1. Explaining the importance of President Truman's order to integrate the United States military and the federal government
- 11.2. Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, *Brown v. Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- 11.3. Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers
- 11.4. Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement
- 11.5. Describing the significance of Martin Luther King, Jr.'s *Letter from a Birmingham Jail* and his *I Have a Dream* Speech
- 11.6. Describing the accomplishments of the modern civil rights movement, including the growth of the African American middle class, increased political power, and declining rates of African American poverty

12. The student will be able to explain key domestic issues, as well as America's role in the changing world from 1992 to present.

(Domains: Civics, Civil Rights, Geography, History, Economics)

The student will demonstrate mastery by:

- 12.1. Examining the Contract with America, the impeachment trial of William "Bill" Clinton, eminent domain issues, No Child Left Behind, Hurricane Katrina, and the Affordable Care Act of 2010
- 12.2. Describing global trade agreements, the terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, the Patriot Act, domestic and global terrorism, global climate concerns, immigration, national debt, and technological trends
- 12.3. Discussing the election of 2008 and Barack Obama as the first African-American President and the unconventional election of 2016 and the advent of Donald Trump

Economics

1. The student will be able to explain the concepts of scarcity, choice, decision making, and opportunity cost.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 1.1. Identifying that scarcity is the condition of not being able to have all of the goods and services that one wants; understanding that it exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources
- 1.2. Explaining that scarcity is experienced by individuals, governments, and societies
- 1.3. Illustrating that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative
- 1.4. Explaining the choices people make have both present and future consequences and differ across individuals and societies
- 1.5. Identifying how choices made by individuals, firms, or government officials are constrained by the resources to which they have access
- 1.6. Discussing ways that decisions made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset or supplement the initial effects of the decision
- 1.7. Explaining the concept of marginal benefit and marginal cost in relationship to choose
- 1.8. Evaluating the role that risk takes in decision making and that risk can be reduced by diversification

2. The student will be able to describe different economic systems and how people work individually or collectively to allocate goods and services.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 2.1. Explaining that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not
- 2.2. Describing the differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority
- 2.3. Identifying the three major economic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?
- 2.4. Comparing and contrasting how various economics system vary in the extent to which they rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources

2.5. Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem which can result in more effective allocations and a more effective overall allocation system

3. The student will be able to illustrate how voluntary exchanges and trade are reflections of negative and positive incentives resulting in gain for both parties and that specialization in trade can lead to lower costs of production and increased production and consumption.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 3.1. Describing how, as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide them the highest possible net benefits
- 3.2. Explaining how free trade increases worldwide material standards of living
- 3.3. Evaluating gains from free trade and recognizing that they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced
- 3.4. Explaining why even though there are mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade
- 3.5. Explaining why import restrictions by public policies result in consumers paying higher prices and job opportunities and profits in exporting firms may decrease
- 3.6. Explaining that labor productivity is output per worker
- 3.7. Evaluating how growing international economic interdependence causes economic conditions and policies in one nation to be increasingly affected by economic conditions and policies in other nations
- 3.8. Describing how individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations
- 3.9. Demonstrating that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices
- 3.10. Explaining that transaction costs are costs (not to be confused with the price of the good or service) that are associated with the purchase of a good or service, such as the cost of locating buyers or sellers, negotiating the terms of an exchange, and ensuring that the exchange occurs on the agreed upon terms. When transaction costs decrease, trade increases
- 3.11. Illustrating that an individual, region, or nation can produce at lowest opportunity cost depend on many factors (which may vary over time), including available resources, technology, and political and economic institutions

4. The student will be able to analyze the role of price on the market, the buyer, and the seller.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 4.1. Demonstrating that market prices are determined through buying and selling decisions made by buyers and sellers
- 4.2. Explaining that the term “relative price” refers to the price of one good or service compared to the prices of other goods and services; understanding that relative prices are the basic measures of the relative scarcity of products when prices are set by market forces (supply and demand)
- 4.3. Demonstrating that the market clearing or equilibrium price for a good or service is the price at which quantity supplied equals quantity demanded
- 4.4. Explaining that if a price is above the market clearing price, it will eventually fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will eventually rise, causing sellers to produce more and buyers to purchase less
- 4.5. Explaining that market outcomes depend on the resources available to buyers and sellers, and on government policies
- 4.6. Demonstrating that a shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price and that a surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price
- 4.7. Explaining that shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases
- 4.8. Relating the concept of market price to exchange rates which are set in the foreign exchange market; recognizing that when the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain, and others lose
- 4.9. Recognizing that demand for a product changes when there is a change in consumers' incomes, preferences, the prices of related products, or in the number of consumers in a market
- 4.10. Recognizing that the supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market
- 4.11. Illustrating that changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions
- 4.12. Illustrating how government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers; recognizing that price ceilings can cause persistent shortages, while price floors can cause persistent surpluses

5. The student will be able to analyze and evaluate the impact the market structures, entrepreneurship and institutions have on the market economy, competition, and income.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 5.1. Describing how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promote the national level of well-being
- 5.2. Evaluating the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services
- 5.3. Evaluating how market structures which are dominated by large firms, often competing against only a few other firms cause prices to be higher than they would be in more competitive markets
- 5.4. Explaining how collusion among buyers or sellers reduces the level of competition in a market and that collusion is more difficult in markets with large numbers of buyers and sellers
- 5.5. Identifying the household as a major institution in which consumption and production take place. Recognize that banks and other financial institutions channel funds from savers to borrowers and investors
- 5.6. Describing how labor unions have influenced laws created in market economies and, through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules
- 5.7. Identifying the role that not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes
- 5.8. Evaluating the role that property rights, contract enforcement, standards for weights and measures, incorporation and liability rules affect incentives for people to produce and exchange goods and services have in regulating price and market security
- 5.9. Discussing how entrepreneurs organize resources to produce goods and services because they expect to earn profits
- 5.10. Demonstrating that entrepreneurs (as well as other sellers) earn profits when the revenues they receive from selling the products they sell are greater than the costs of production
- 5.11. Demonstrating that entrepreneurs (as well as other sellers) incur losses when the revenues they receive from selling the products they sell do not cover the costs of production
- 5.12. Comparing and contrasting positive and negative aspects of entrepreneurship
- 5.13. Evaluating how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies
- 5.14. Explaining and defining the different forms of getting income: labor, capital, natural resources, and entrepreneurial talents

- 5.15. Analyzing how peoples' incomes, in part, reflect choices they have made about education, training, skill development, and careers
 - 5.16. Demonstrating how changes in the structure of the economy, including technology, government policies, the extent of collective bargaining and discrimination, can influence personal income
 - 5.17. Illustrating how in a labor market, in the absence of other changes, a higher wage increases the reward for work and reduces the willingness of employers to hire workers
- 6. The student will evaluate the role of money and its relationship to inflation, unemployment, and interest rates in the market economy.**
(Domains: Civics, History, Economics)
- Students will demonstrate mastery by:**
- 6.1. Describing the three functions of money: a store of value, a unit of account, and a medium of exchange
 - 6.2. Explaining how money encourages specialization by decreasing the costs of exchange
 - 6.3. Identifying Inflation and its impact on the value of money
 - 6.4. Comparing and contrasting M-1 and M-2 money in the United States
 - 6.5. Explaining why deposits in checking accounts are considered money but assets such as stocks and bonds are not; explaining why a credit card should not be considered money
 - 6.6. Using a chart, determining which years inflation occurred given the prices of a market basket of goods and services for three different years
 - 6.7. Analyzing the consumer price index (CPI) and comparing the price level in one year with price levels in earlier or later periods
 - 6.8. Analyzing the annual inflation rate
 - 6.9. Explaining how in the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services
 - 6.10. Defining an interest rate as the price of money that is borrowed or saved which are determined by the forces of supply and demand
 - 6.11. Distinguishing between real and nominal interest rates
 - 6.12. Evaluating the impact of higher real interest rates on business investment spending and consumer spending on housing, cars, and other major purchases
 - 6.13. Describing how expectations of increased inflation may lead to higher interest rates
 - 6.14. Examining the types of unemployment
 - 6.15. Evaluating why unemployment statistics are an imperfect methods of measuring unemployment
 - 6.16. Comparing and contrasting how unexpected inflation imposes costs on many people and benefits others

7. The student will be able to describe economic growth and the causes and effects of economic fluctuations.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 7.1. Describing the characteristics of economic growth in the long and short term; tracing and illustrating how economic growth has been a vehicle for alleviating poverty and raising standards of living
- 7.2. Explaining the importance of investing in new physical or human capital on future productivity and consumption, but such investments require the sacrifice of current consumption and entail economic risks
- 7.3. Investigating how lower interest rates encourage investment
- 7.4. Tracing how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments (in research and development, and in physical and human capital)
- 7.5. Defining and explaining GDP, its components, and how it can be calculated
- 7.6. Comparing and contrasting GDP and GDP per capita
- 7.7. Comparing and contrasting real and nominal GDP
- 7.8. Evaluating the business cycle in terms of fluctuations in real GDP around its potential level

8. The student will be able to evaluate the role of the government in correcting market failures.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 8.1. Describing the reasons for a market failure
- 8.2. Explaining how the role of government in the economy is to define, establish, and enforce property rights
- 8.3. Comparing and contrasting positive and negative externalities on the market
- 8.4. Identifying methods the United States government can use to help correct for insufficient output of a positive and excess production of negative externalities, including such as subsidies, laws, government ownership, income redistribution through tax laws, and price controls
- 8.5. Evaluating the pros and cons of market intervention by the government to correct market failures

9. The student will be able to compare and contrast fiscal and monetary policy.

(Domains: Civics, History, Economics)

Students will demonstrate mastery by:

- 9.1. Discussing how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices
- 9.2. Describing the short-term and long-term benefits and costs of fiscal policy
- 9.3. Discussing how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices
- 9.4. Distinguishing between a budget deficit, a budget surplus and a balanced budget
- 9.5. Describing why government debt is created
- 9.6. Evaluating how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit
- 9.7. Describing the Federal Reserve System's three major monetary policy tools
- 9.8. Distinguishing between the federal funds rate, the discount rate, and the prime rate
- 9.9. Describing reasons why the Federal Reserve would increase interest rate targets

Government

Civics, Economics, Civil Rights, Geography, and History

1. The students will be able to demonstrate knowledge and application of the basic concepts of democracy.

Students will demonstrate mastery of this standard by:

- 1.1. Describing the fundamental worth and dignity of the individual
- 1.2. Examining the equality of all citizens under the law
- 1.3. Comparing and contrasting majority rule and minority rights
- 1.4. Discussing the necessity of compromise
- 1.5. Describing the meaning of the freedom of the individual
- 1.6. Comparing and contrasting the difference private and civic life
- 1.7. Evaluating the relationship between politics and government

2. The students will be able to identify the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States.

Students will demonstrate mastery of this standard by:

- 2.1. Describing the development of Athenian democracy and the Roman republic
- 2.2. Explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights
- 2.3. Comparing the writings of Hobbes, Locke, and Montesquieu
- 2.4. Describing the guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation
- 2.5. Analyzing the natural rights philosophies expressed in the Declaration of Independence
- 2.6. Evaluating the Articles of Confederation as a ruling document
- 2.7. Describing the importance of Shay’s Rebellion in the formation of the Constitution
- 2.8. Examining the backgrounds of the men at the Constitutional Convention
- 2.9. Explaining how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths”
- 2.10. Explaining how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers
- 2.11. Describing the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an

independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military

- 2.12. Describing that the Bill of Rights limits the powers of the federal government and state governments
- 2.13. Describing James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress and its evolution from that time
- 2.14. Explaining how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices
- 2.15. Comparing the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems
- 2.16. Discussing the advantages and disadvantages of federal, confederal, and unitary systems of government

3. The students will be able to differentiate the basic organization of the US government and explain the function of each branch of the US government.

Students will demonstrate mastery of this standard by:

- 3.1. Identifying the functions of the legislative, executive, and judicial branches
- 3.2. Analyzing the relationships among the three branches in a system of checks and balances
- 3.3. Examining different perspectives on the role of government
- 3.4. Describing how the national government influences the public agenda and shapes public policy, including the setting of the public agenda and implementation of it through regulations and executive orders
- 3.5. Explaining how public policy is formed compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media
- 3.6. Identifying the organization and jurisdiction of federal, state, and local courts and the interrelationships among them
- 3.7. Describing the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia
- 3.8. Describing the process by which policy is implemented by the bureaucracy at each level
- 3.9. Describing the organization, jurisdiction, and proceedings of federal courts
- 3.10. Describing how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*
- 3.11. Analyzing how the Supreme Court decides cases by comparing the philosophies of judicial activism and judicial restraint

3.12. Evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual

4. The students will be able to analyze the role of federalism in addressing the distribution of power between the national, state, and local governments.

Students will demonstrate mastery of this standard by:

- 4.1. Explaining the relationship of the state governments to the national government
- 4.2. Describing the extent to which power is shared
- 4.3. Identifying the powers denied state and national governments
- 4.4. Evaluating the ongoing debate that focuses on the balance of power between state and national governments (especially in terms of funding)
- 4.5. Describing how the amendment process protects both the national and state government
- 4.6. Explaining how conflicts between levels of government and branches of government are resolved
- 4.7. Identifying the major responsibilities and sources of revenue for state and local governments
- 4.8. Discussing reserved powers and concurrent powers of state governments
- 4.9. Discussing the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power

5. The students will be able to compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history.

Students will demonstrate mastery of this standard by:

- 5.1. Examining the Bill of Rights, with emphasis on First Amendment freedoms
- 5.2. Analyzing the concept of due process of law as expressed in the 5th and 14th Amendments.
- 5.3. Explaining selective incorporation of the Bill of Rights
- 5.4. Evaluating the balance between individual liberties and the public interest of order
- 5.5. Evaluating the statement "It is every citizen's right to be treated equally under the law"
- 5.6. Describing the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment
- 5.7. Analyzing judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
- 5.8. Evaluating the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v.*

Nixon, with emphasis on the arguments espoused by each side in these cases

- 5.9. Explaining the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia (VMI)*

6. The students will be able to describe the role and function of linkage institutions such as the media, interest groups, political parties, political action committees, on the citizens and federal government.

Students will demonstrate mastery of this standard by:

- 6.1. Identifying the role and function of the media, interest groups, political parties, political action committees in a democracy
- 6.2. Analyzing the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties
- 6.3. Discussing the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections
- 6.4. Evaluating the roles of polls, campaign advertising, and the controversies over campaign funding
- 6.5. Examining how linkage groups impact primary and general elections, and citizen involvement in campaigns
- 6.6. Identifying major interest groups (such as AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, Sierra Club) in terms of their major agenda message
- 6.7. Evaluating the responsibility of the citizens to thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions
- 6.8. Evaluating the role of journalism including internet vs. traditional media on the political process
- 6.9. Discussing the history and role of Political Action Committees and interest groups on the electoral process
- 6.10. Evaluating the decision *Citizens United v. Federal Election Commission* on campaign financing

7. The students will be able to describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.

Students will demonstrate mastery of this standard by:

- 7.1. Evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events
- 7.2. Analyzing how individuals, interest groups, and the media influence public policy

- 7.3. Describing the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)
- 7.4. Developing and practicing a course of action to address local and/or state issues
- 7.5. Analyzing trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College
- 7.6. Discussing the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy)
- 7.7. Explaining how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent)
- 7.8. Discussing the individual's legal obligations to obey the law, serve as a juror, and pay taxes
- 7.9. Describing the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service
- 7.10. Describing the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others
- 7.11. Explaining how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements)