

SOCIAL STUDIES CURRICULUM 2009

**Thank you to all the members of the Diocesan School Social
Studies Curriculum Committee for all their work in
formulating this curriculum.**

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Purpose

The following Social Studies Curriculum guidelines have been developed to assist teachers and administrators in the Diocese of Spokane. It is the expectation that these guidelines will be used to develop a localized Social Studies Curriculum to meet the unique needs of the students in each school. The Washington State Essential Academic Learning Requirements, EALR's have been referenced with a corresponding number.

Philosophy

In keeping with Catholic Social Teaching, the Diocese of Spokane examines Social Studies through the lens of Gospel values. The focus of Social Studies is to instill a global view of humanity emphasizing social responsibility and respect of self and others.

The students' natural curiosity about human experiences and diverse cultures leads to development of skills and concepts. The knowledge and understanding of the past, awareness of our present world and a vision for the future are necessary to participate and contribute in a global society.

Key Themes of Catholic Social Teaching

- The Right to Life and Dignity of the Human Person
- Call to Family, Community, and Participation
- Rights and Responsibilities
- Option for the Poor and Vulnerable
- Dignity of Work and the Rights of Workers
- Solidarity
- Caring for God's Creation

Themes of Catholic Social Teaching United States Conference of Catholic Bishops

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we highlight several of the key themes that are at the heart of our Catholic social tradition.

Life and Dignity of the Human Person

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Call to Family, Community, and Participation

The person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

Rights and Responsibilities

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society.

Option for the Poor and Vulnerable

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

The Dignity of Work and the Rights of Workers

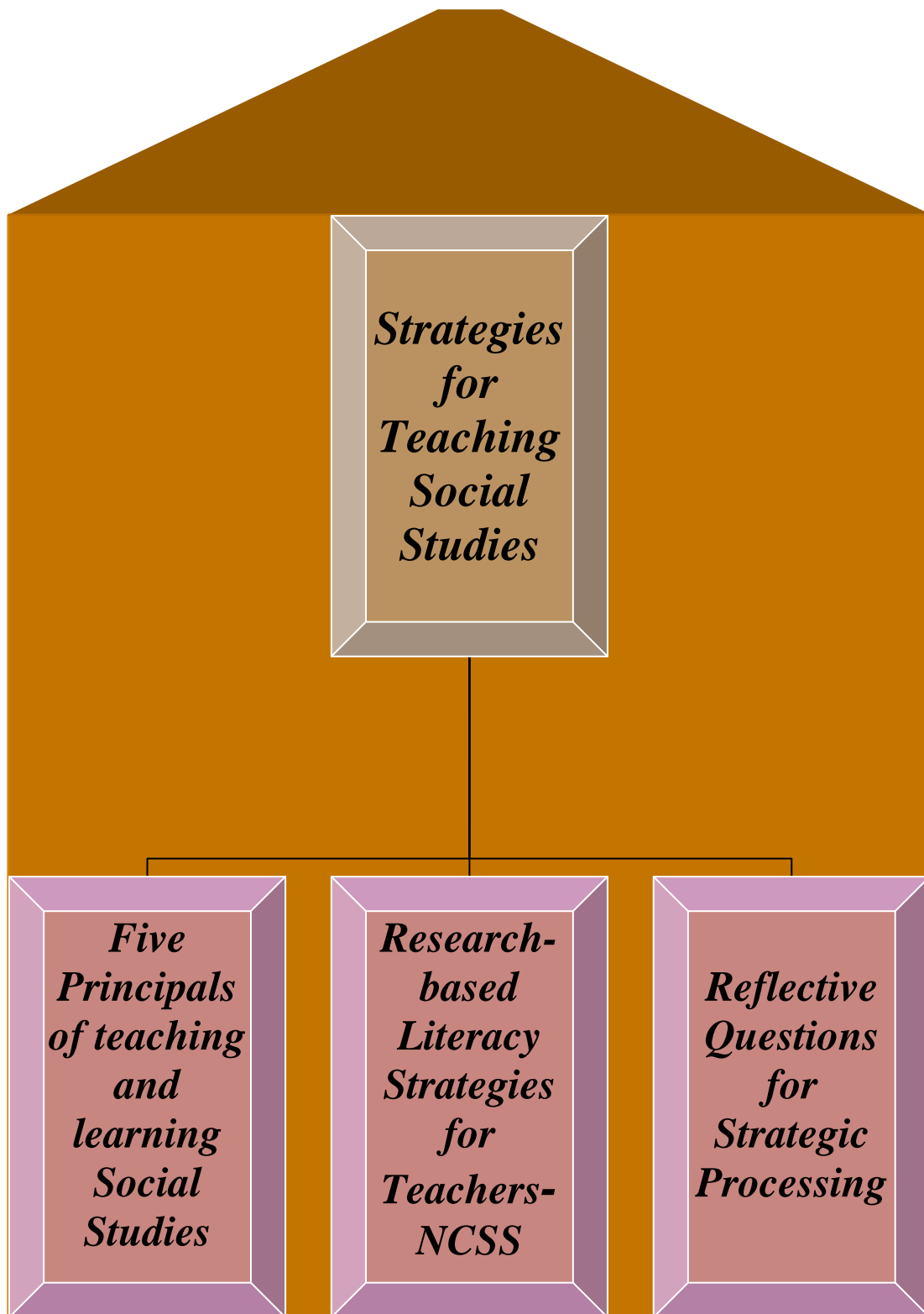
The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.

Solidarity

We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers' and sisters' keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that "if you want peace, work for justice."¹ The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.

Care for God's Creation

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.



National Council for Social Studies-NCSS

The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Our world is changing rapidly. Students in our schools today, who will be the citizens of the twenty-first century, are living and learning in the midst of a knowledge explosion unlike any humankind has ever experienced. Schools and teachers cannot teach everything and because students cannot learn all there is to know, this document serves as a guideline.

The “essential characteristics of powerful social studies” as described by NCSS consist of five principles and each principle has direct implications for what teachers should know and be able to do and what dispositions they should possess.

Five principles of teaching and learning Social Studies

■ Social studies teaching and learning are powerful when they are meaningful.

Meaningfulness is stimulated when:

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students’ attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planning, implementing, and assessing instruction; and the institution values reflection as demonstrated in its practices and policies.

■ Social studies teaching and learning are powerful when they are integrative.

Integration is encouraged when:

- Social studies subject matter is taught topically across disciplines.
- The subject matter cuts across time and space.
- The instruction interconnects knowledge, skills, beliefs, values, and attitudes with effective social/political action.
- The teaching makes effective use of technology.
- Social studies teaching and learning are connected to other subjects.

■ Social studies teaching and learning are powerful when they are values-based.

Social studies content invariably involves the examination and understanding of values—one’s own and those of others—as values are expressed in points of view, beliefs, policies, actions, or inactions.

Values-based instruction appropriate to education in a democratic society committed to safeguarding individual rights and the common good occurs when:

- Social studies teachers guide students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgating personal, sectarian, or political views, teachers make sure that students: (a) become aware of the values, complexities, and dilemmas involved in an issue; (b) consider the costs and benefits to various individuals and groups that are embedded in potential courses of action; and (c) develop well-reasoned positions consistent with basic democratic social and political values.
- Teachers encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.

■ **Social studies teaching and learning are powerful when they are challenging.**

Social studies becomes challenging when:

- Students are expected to strive to accomplish the instructional goals, both as individuals and group members.
- Teachers model seriousness of purpose and a thoughtful approach to inquiry, and use instructional strategies designed to elicit and support similar qualities from students.
- Teachers show interest in and respect for students' thinking and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

■ **Social studies teaching and learning are powerful when the learning is active.**

Social studies involves productive active learning when:

- Teachers and students engage in reflective thinking and decision-making as events unfold during instruction.
 - Students develop new understanding through a process of active construction of knowledge.
 - Interactive discourse facilitates the construction of meaning required to develop important social understanding.
 - Teachers gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners.
- Teachers emphasize authentic activities that call for real-life applications using the skills and content of the field.

Research-based Literacy Strategies for Teachers-NCSS

Research suggests that some broad-based literacy strategies can assist students in their comprehension of a variety of written sources. It is best to teach and practice these while students engage in learning challenging content.

These can be divided into three categories, as indicated below:

Before

- Reviewing vocabulary that will be encountered in the reading
- Connecting to students prior knowledge
- Making predictions about what the text might say
- Identifying text features including headings, charts/graphs/tables, illustrations, and maps
- Setting targets or objectives

During

- Drawing a non-linguistic representation, or image
- Asking questions about key ideas
- Identifying unfamiliar ideas, concepts or words to work with later
- Using questions, cues, and advance organizers

After

- Summarizing and note-taking
- Comparing notes with those of other students
- Providing substantive homework and practice
- Reinforcing effort and providing recognition

Reflective Questions for Strategic Processing

Before you begin a reading assignment for social studies, what do you do to develop a plan of action?

Do you

- Understand the purpose for reading the text selection?
- Ask yourself what you might already know about this topic?
- Preview the text by looking at headings, bold print, illustrations, graphics, and maps?
- Make any predictions about what this selection is about?
- Consider what skills you will need to read and comprehend the text?
- Think about how to eliminate any distractions that would impact your reading?

When you are reading, are you monitoring your thinking by asking yourself the following questions?

- Does the information make sense to me?
- Am I revisiting my predictions as I read?
- Am I using a graphic organizer to take notes on important information as I read?
- Am I asking questions or writing down questions to ask later?
- Am I looking for patterns in the text that will help me understand what I have read?
- Do I know what to do when I come to a word I do not understand?
- Do I stop and think about passages I have just finished?
- Do I think about my attitude and habits of mind as I am reading, and do I adjust them to successfully complete the work?

After you have finished reading, do you

- Know if you learned what you were supposed to?
- Reread or review to seek clarity?

After you have finished reading, are you able to

- Summarize the major ideas?
- Give your opinion of the selection?
- Discuss how the text supported your prior knowledge?
- Discuss how reading in the class is different from reading in a math or science class?
- Find more resources about this topic?

-Mid-continent Research for Education and Learning

The Ten Thematic Strands in Social Studies: National Council for the Social Studies (NCSS)

The ten themes that form the framework of the social studies standards are:

I CULTURE

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II TIME, CONTINUITY, AND CHANGE

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III PEOPLE, PLACES, AND ENVIRONMENTS

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI POWER, AUTHORITY, AND GOVERNANCE

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

VII PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII SCIENCE, TECHNOLOGY, AND SOCIETY

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX GLOBAL CONNECTIONS

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Goals

All goals and strands are seen in the light of Catholic Social Teaching.

Civics

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

Geography

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrates knowledge of the interaction among people, the environment, and culture.

History

The student understands and applies knowledge of history, chronology, eras, turning points, major ideas, individuals, and themes in order to evaluate how history shapes the present and future.

Skills

The student engages in disciplined inquiry to develop enduring understandings through research and analysis.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

KINDERGARTEN

Overview: In Kindergarten, students begin their investigation of the world using perspectives, concepts, and skills of social studies. The context for social studies learning in Kindergarten is the students' interaction with others in their families and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to practice the basic concepts of fairness and respect for the rights and opinions of others.

KINDERGARTEN

CIVICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands the key ideals of justice (especially Catholic Social justice), citizenship, and fairness, within the context of family, classroom and school community.	1.1.1	
2. Demonstrates fairness by sharing classroom supplies and playground equipment.	1.1.1	
3. Exhibits moral (Christian) and civic virtues: integrity, honesty, tolerance, respect of self and others.		
4. Contributes skills and talents to serve others.		
5. Identifies people who make rules (e.g. societal structures).	1.2.1	
6. Understands and explains the purpose of classroom and playground rules.	1.2.2	
7. Identifies and understands the importance of national and church holidays.	1.1	
8. Identifies and understands the importance of national historic sites and symbols (e.g. Washington monuments, Statue of Liberty, Pledge of Allegiance and flags).	1.1	
9. Learns about current events (e.g. Weekly Readers, TV news, newspaper).		

KINDERGARTEN

ECONOMICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands that people have to make choices between wants and needs.	2.1	

KINDERGARTEN

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Identifies and names major geographic features (e.g. ocean, mountain, hill, land, river, lake).	3.1.1	
2. Constructs and explains a map of the classroom using appropriate technology.	3.1.2	

KINDERGARTEN

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Interprets and creates timelines to show events in a chronological manner.	4.1.1	
2. Understands the difference between past and present events.	4.1	
3. Retells and explains a sequence of events.	5.4.1	
4. Explores the idea that societies are transformed over time due to developments in science, technology (tools), and transportation.	4.1	

KINDERGARTEN SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Communicates their own point of view.	5.1.1	
2. Explores their point of view in regard to its fairness to others. (e.g. determines one's point of view about a playground rule based on how fair it is to oneself and others.)	5.1.2 5.3.1	
3. Compares and contrasts cultural elements in their lives with the lives of others (e.g. homes, family size, and language).	5	
4. Asks questions to gain understanding about the world around them.	5.2.1	

5. Retells and explains personal history.	5.4.1	
6. Understands and uses appropriate Social Studies vocabulary.	5	
7. Recognizes an author's purpose/intention.	5	
8. Uses text and picture clues (e.g. headings, bold words) to gain information.		
9. Learns about different sources of information (e.g. technology, internet, glossary, and dictionary).		
10. Predicts likely outcomes based on factual information.		
11. Communicates content orally and in writing.		
12. Identifies alternative courses of action and predicts likely outcomes or consequences.		
13. Observes, investigates and explores in order to develop understandings.		
14. Reflects to monitor progress.		
15. Creates and interprets graphs, maps, and charts.		

FIRST GRADE

Overview: In first grade, students develop their understanding of basic concepts and skills in the areas of civics, economics, geography, and history. The context for social studies learning in first grade is family, neighborhood, and the ways people choose to live and work together. To develop understandings of these concepts, students are asked to compare and contrast their families and neighborhoods with others.

FIRST CIVICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Demonstrates understanding of the key ideals of justice (especially Catholic social justice), fairness, and thoughtful participation within the context of family, classroom, school community, parish and neighborhood.	1.1.1	
2. Demonstrates fairness by sharing classroom supplies and playground equipment.	1.1.1	
3. Exhibits moral (Christian) and civic virtues: integrity, honesty, tolerance, respect of self and others.		
4. Contributes skills and talents to serve others.		
5. Identifies people who make rules (e.g. societal structures).	1.2.1	
6. Understands and explains the purpose of classroom and playground rules, family rules, and laws of the community (e.g. street signs).	1.2.2	
7. Identifies and understands the importance of national and church holidays.	1.1	
8. Identifies and understands the importance of national historic sites and symbols (e.g. Washington monuments, Statue of Liberty, flags, the Pledge of Allegiance).	1.1	
9. Learns about current events (e.g. Weekly Readers, TV news, newspaper).		
10. Examines the rights and responsibilities of the individual in relation to his or her family and community (citizenship).	1.4.1	

FIRST ECONOMICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Explains how values and beliefs influence different economic decisions especially in light of Catholic social teachings.	2.1	

2. Understands that people make choices between wants and needs.	2.1	
3. Understands when individuals and families make choices about meeting their needs and wants that something is gained and something is given up.	2.1.1	
4. Gives examples of interactions among various components of the economic system (e.g. workers, wages, banks).	2.2	
5. Identifies American currency.	2.2	
6. Identifies jobs of the past and present and how changing technology impacts jobs and communities.	2.2	

FIRST

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and uses maps and globes to identify major bodies of water and continental land masses.	3.1.1	
2. Describes geographic features in a community (e.g. rivers, lakes, mountains).	3.1.2	
3. Understands that the environment shapes the way families live. <ul style="list-style-type: none"> • Explains how climate and physical features of an area determine the types of home in which people live. • Explains how the food families eat is affected by the natural resources that are available in their regions. 	3.2.1	
4. Constructs, uses, and compares various maps (classroom, playground, and neighborhood).	3.1.2	
5. Recognizes that physical and geographic changes occur over time through human interactions (pollution, land development) and geologic forces (volcanoes, floods, earthquakes).	3.2	

FIRST

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Interprets and creates timelines (including family timelines) to show events in a chronological manner.	4.1.1	
2. Examines the idea that societies are transformed over time due to developments in science, technology (tools), and transportation.	4.1	
3. Considers past events to understand the present and plan for the future (e.g. family traditions, social interactions, Church history).	4.4.1	

FIRST

SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Defines and uses appropriate Social Studies vocabulary.	5	
2. Recognizes an author's purpose/intention.	5	
3. Understands that different groups of people (families) have different ways of doing things (culture – e.g. language, customs, art forms, music, food).	5.1	
4. Identifies and describes ways families make choices and how these choices impact the individual's life.	5.1	
5. Identifies and analyzes examples of conflict and cooperation among individuals.	5.1	
6. Understands that one event impacts another (cause and effect).	5.1	
7. Asks appropriate questions to learn pertinent information.	5.2.1	
8. Uses text and visual aids (e.g. pictures, maps, charts, technology) to get information.	5.2.2	
9. Engages in thoughtful respectful discussions with others about specific topics (e.g. uses problem solving skills to resolve conflicts, asks questions to clarify, shares own point of view, understands multiple perspectives).	5.3.1	
10. Uses graphic organizers to convey understanding.	5.4.1	
11. Reflects on content to form judgments based on evidence and common sense.		
12. Uses text and picture clues (e.g. headings, bold words) to gain information.		

13. Uses appropriate sources of information (e.g. technology, internet, glossary, and dictionary).		
14. Predicts likely outcomes based on factual information.		
15. Communicates content orally and in writing.		
16. Identifies alternative courses of action and predicts likely outcomes or consequences.		
17. Observes, investigates and explores in order to develop understandings.		
18. Reflects to monitor progress.		
19. Creates and interprets graphs, maps, and charts.		

SECOND GRADE

Overview: In second grade, students apply their emerging understandings of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community and other communities are organized. To develop conceptual understandings, students examine the geographic and economic aspects of life in their own community comparing them to those of communities long ago.

SECOND CIVICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Demonstrates understanding of the key ideals of justice (especially Catholic social justice), fairness, and thoughtful participation (citizenship) within the context of the classroom, school, parish and community.	1.1.1	
2. Exhibits moral (Christian) and civic virtues: integrity, honesty, tolerance, respect of self and others.		
3. Contributes skills and talents to serve others.		
4. Understands the key ideal of public or common good within the context of community (e.g. recycling, obeying traffic laws).	1.1.1	
5. Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community (e.g. following class rules so that everyone can learn).	1.1.2	
6. Understands the basic organization of government in the community (e.g. cities are governed by mayors or city councils; police and judges enforce laws).	1.2.1	
7. Understands the basic function of government and laws in the community (e.g. city governments make and enforce laws to support a safe community; city government supports local businesses and neighborhoods by improving and maintaining streets and sidewalks).	1.2.2	
8. Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals (e.g. citizens have the responsibility to obey the laws of the community and have the right to live in a safe community).	1.4.1	
9. Identifies and understands the importance of national historic sites and symbols (e.g. Washington monuments, Statue of Liberty, flags, the bald eagle).	1.1	
10. Learns about current events (e.g. Weekly Readers, TV news, newspaper).		

SECOND

ECONOMICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Explains how values and beliefs influence economic decisions (Catholic social justice).	2.1	
2. Understands that people make choices regarding products, services, and businesses they patronize.	2.1.1	
3. Understands the basic elements of a community's economic system including producers, distributors, consumers of goods and services and taxes (e.g. tax monies pay for public safety services).	2.2.1	
4. Recognizes that sellers, buyers, producers and consumers participate in voluntary trade and both expect to gain from the exchange.	2.2.1	
5. Gives examples of interactions among various components of the economic system (e.g. workers, wages, banks, governments, companies, taxes).	2.2	
6. Identifies jobs of the past and present and how changing technology impacts jobs and communities.	2.2	

SECOND

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Displays understanding of map elements (e.g. symbols, compass rose, labels, and a key).	3.1.1	
2. Constructs maps using a compass rose, labels, symbols, and a key.	3.1.1	
3. Names and identifies seven continents on a global map.	3.1.1	
4. Understands how natural resources in an area have influenced settlement and development of communities.	3.1	
5. Compares and contrasts different cultures, places or issues (e.g. Native Americans and Pilgrims; African Americans and Civil Rights).	3.1	
6. Identifies the geographic characteristics of a community (e.g. lakes, mountains, rivers, parks).	3.1.2	
7. Identifies and distinguishes varying land forms and geographic features (e.g. mountains, hills, plateaus, islands, oceans, deserts).	3.1.2	

8. Understands that people's needs and wants affect their community (e.g. people affect their environment by clearing land or building houses and businesses on farm land; constructing parks for recreation).	3.2.1	
9. Recognizes that physical and geographic changes occur over time through human interactions (e.g. pollution, land development) and geologic forces (e.g. volcanoes, floods, earthquakes).	3.2	

SECOND HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Interprets and creates timelines of events to show how the present is connected to the past.	4.1.1	
2. Examines the idea that societies are transformed over time due to developments in science, technology (tools), transportation, sanitation and generation of power.	4.1	
3. Identifies individuals and groups that have shaped history (e.g. George Washington, Abraham Lincoln, Columbus, Martin Luther King, Jr., veterans).	4.2.1	
4. Explains that people in different times and places view the world from a different perspective.	4.3	

SECOND SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Defines and uses appropriate Social Studies vocabulary.		
2. Recognizes an author's purpose/intention.		
3. Examines the influence of various cultural elements on society (e.g. words from other languages, music, art, food, Christmas traditions).	5.1	
4. Understands multiple points of view on issues.	5.1.1	
5. Understands that one event impacts another (cause and effect).	5.1	
6. Asks appropriate questions to learn pertinent information.	5.2	
7. Locates and uses appropriate resources (e.g. time lines, graphs, atlases, charts and maps) to gain and interpret information.	5.2	

8. Engages in thoughtful, respectful discussions with others about specific topics (e.g. uses problem solving skills to resolve conflicts; asks questions to clarify; shares own point of view; understands multiple perspectives).	5.3.1	
9. Uses graphic organizers to convey understanding.	5.4	
10. Creates and interprets graphs, maps, and charts.		
11. Reflects on content to form judgments based on evidence and common sense.		
12. Uses text and picture clues (e.g. headings, bold words) to gain information.		
13. Uses appropriate sources of information (e.g. technology, internet, glossary, and dictionary).		
14. Predicts likely outcomes based on factual information.		
15. Communicates content orally and in writing.		
16. Identifies alternative courses of action and predicts likely outcomes or consequences (e.g. what would have happened if slavery was never abolished).		
17. Observes, investigates and explores in order to develop understandings.		
18. Reflects to monitor progress.		

THIRD GRADE

3. Understands when individuals and families make choices about meeting their needs and wants that something is gained and something is given up.	2.1.1	
4. Recognizes various institutions that make up economic systems (e.g. families, government, and businesses).		
5. Recognizes the importance of various jobs within a community and how they contribute to the production and exchange of goods and services.		
6. Understands the difference between goods and services.		
7. Recognizes that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.	2.2.1	
8. Identifies jobs of the past and present and how changing technology impacts jobs and communities.		

THIRD

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Uses appropriate resources, data, and geographic tools such as scales, graphs, time lines, atlases, databases, grid systems, charts, and maps to generate, manipulate, and interpret information.	3.1.1	
2. Understands the physical and cultural characteristics, of places and regions.	3.1	
3. Understands how the environment affects cultural groups and how cultural groups affect the environment.	3.2.1	
4. Explains the variety of ways that people use language to communicate, including spoken, written, sign, and body language in past or present.	3.2.2	
5. Compares the forms of literature, music, art, dance, and games of various cultures.	3.2.2	
6. Compares the traditions, beliefs, and values of cultural groups.	3.2.2	
7. Understands human interaction with the environment.	3.2.2	
8. Explains the variety of ways that people in one's community use money or trade to meet their needs and wants.	3.2.2	
9. Explains that learning about the geography of an area helps us understand cultures from around the world and their influence on our traditions, beliefs, and celebrations.	3.3.1	
10. Displays understanding of map elements (e.g. symbols, compass rose, labels, and a key).	3.1.1	

11. Constructs maps using a compass rose, labels, symbols, and a key.	3.1.1	
12. Uses and compares a variety of maps.	3.1.1	
13. Locates and distinguishes among varying landforms and geographic features. (e.g. mountains, plateaus, islands, and water systems).		
14. Identifies and describes examples in which science and technology have led to changes in the physical environment.		
15. Describes and identifies geographical patterns associated with seasons, climate, weather, and water cycle.		
16. Recognizes how movement of people is related to geographic features, climate, and natural resources.		

THIRD HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands how contributions made by various cultural groups and/or individuals have shaped the history of the community and world.	4.2.2	
2. Understands that people in other times and places have different world views.	4.2.2	
3. Understands historical time and chronology.	4.2.2	
4. Recognizes and applies examples of cause and effect relationships.	4.2.2	
5. Identifies developments in technology, ideas, and cultures.		
6. Examines the idea that societies are transformed over time due to developments in science, technology (tools), transportation, sanitation and generation of power.	4.1	
7. Identifies how ideas spread globally.		
8. Identifies, describes, and analyzes examples of tensions and interdependence between and among individuals, groups, or institutions.		
9. Uses Gospel values to examine, discuss, and evaluate historical issues and current events.		
10. Examines how cultures spread through trade, exploration, immigration, and conquest.		
11. Identifies and describes ways families, groups, and communities influence the individual's daily life and personal choices.		

THIRD

SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
<p>1. Understands and applies skills to conduct research, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <p>Research information:</p> <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, decision making • Locates information: <ul style="list-style-type: none"> • Uses library reference materials • Uses online sources • Uses key words, tables, indexes, • Uses parts of text, maps, globes, graphic tools • Understands ethical issues related to access and use of information • Organize information in usable forms <p>Analyze information:</p> <ul style="list-style-type: none"> • Determines if information is fact or opinion <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely orally and in writing 	5	
2. Understands multiple points of view on issues.	5.1.1	
3. Reflects on content to form judgments based on evidence and common sense.		
4. Uses text and picture clues (e.g. headings, bold words) to gain information.		
5. Identifies alternative courses of action and predicts likely outcomes or consequences.		
6. Evaluates if information is clear, specific, and detailed (determines whether there are details to support a conclusion).	5.1.2	
7. Uses graphic organizers to organize ideas.	5.2.2	
8. Engages in discussions to learn about different points of view.	5.3.1	
9. Draws conclusions that are supported by sources.	5.4.1	
10. Prepares a list of resources alphabetically, including the title and author for each source.		
11. Identifies and uses primary and secondary sources for reconstructing the past.		
12. Defines and applies content vocabulary.		
13. Uses appropriate technology to create presentations and reports.		
14. Determine an author's purpose.		
15. Predicts likely outcomes based on factual information.		
16. Communicates concisely both orally and in writing.		
17. Demonstrates collaborative skills within groups.		

<ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Respects and shows tolerance of others, beliefs, feelings, and convictions 		
18. Reflects to monitor progress.		

FOURTH GRADE

6. Understands when individuals and families make choices about meeting their needs and wants that something is gained and something is given up.	2.1.1	
7. Compares how the geography, available natural resources, climate, and the available labor force affect the economic opportunities in rural and urban areas.	2.2.1	
8. Examines how technology and transportation industries impact the economy.	2.2.1	
9. Understands that the economy relies on trade.	2.2.2	
10. Draws conclusions about how the economy could change as a result of the depletion of natural resources specific to the regions.	2.4.1	
11. Recognizes that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.		

FOURTH GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Constructs and uses maps for a variety of purposes.	3.1.1	
2. Explains the differences in physical characteristics, including landforms, climate, and natural resources of the different regions.	3.1.2	
3. Explains the cultural characteristics, including distribution of population and languages of the people.	3.1.2	
4. Explains the location of Washington in relation to other states and countries.	3.1.2	
5. Understands that the geographic features of the Pacific Northwest have influenced the movement of people.	3.2.3	
6. Locates and distinguishes among varying landforms and geographic features, such as mountains, plateaus, islands, and water systems.		
7. Constructs maps using a compass rose, labels, symbols, scale, legend, and a key.	3.1.1	
8. Uses and compares a variety of maps.		
9. Uses latitude and longitude to determine worldwide locations.		
10. Describes ways that historical events have been influenced by geographic factors.		
11. Identifies and describes examples in which science and technology have led to changes in the physical environment.		
12. Understands how geography affects culture and technology (irrigating semi-desert regions in Washington State).		
13. Describes and identifies geographical patterns associated with seasons, climate, weather, and water cycle.		

FOURTH

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Interprets and creates timelines to show how historical events are organized into time periods and eras.	4.1.1	
2. Understands how the following themes and developments helped to define eras in Washington State history from time immemorial to 1889: <ul style="list-style-type: none"> • Growth of northwest coastal and plateau tribes prior to treaties (up to 1854) • Maritime and overland exploration, encounter, and trade (1774-1849) • Immigration and settlement (1811-1889) • Territory and treaty-making (1854-1889) 	4.1.2	
3. Identifies individuals who played a role in Washington State history.	4.2.1	
4. Understands that there are multiple perspectives regarding the interpretation of historical events.	4.3.1	
5. Understands that significant events in Washington State have implications for current issues.	4.4.1	
6. Identifies cause and effect of historical events.		
7. Identifies developments in technology, ideas, and culture, and how they affected societies throughout history.		
8. Examines the contributions of diverse cultures.		
9. Explains how ideas spread globally.		
10. Uses Gospel values to examine, discuss, and evaluate current events and scientific issues.		
11. Examines and understands how cultures spread through trade, exploration, immigration and conquest.		
12. Identifies and describes ways families, groups, and communities influence the individual's daily life and personal choices.		

FOURTH

SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and applies skills to conduct research, form, and evaluate positions through the processes of reading, writing, and communicating. Research information: <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, and decision making 		

<ul style="list-style-type: none"> • Locates information: <ul style="list-style-type: none"> • Uses library reference materials • Uses online sources • Uses key words, tables, indexes, • Uses parts of text, maps, globes, graphic tools • Understands ethical issues related to access and use of information • Organize information in usable forms <p>Analyze information:</p> <ul style="list-style-type: none"> • Determines if information is fact or opinion <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely orally and in writing 	5	
2. Uses critical reasoning skills to analyze and evaluate positions.	5.1.	
3. Evaluates the validity of primary and secondary sources.	5.1.2	
4. Uses inquiry-based research.	5.2.2	
5. Engages in discussions to learn about different points of view.		
6. Draws conclusions that are supported by primary sources.	5.4.1	
7. Cites sources appropriately.	5.4.2	
8. Defines and applies content vocabulary.		
9. Uses appropriate technology to create reports and presentations.		
10. Determines an author's purpose/intention.		
11. Predicts likely outcomes based on factual information.		
12. Communicates concisely both orally and in writing.		
13. Demonstrates collaborative skills within groups. <ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Respects and shows tolerance of others, beliefs, feelings, and convictions 		
14. Reflects to monitor progress.		

FIFTH GRADE

Overview: In fifth grade, students use their understanding of social studies concepts and cause-and-effect relationships to study the geography and exploration of the Americas and the development of the United States up to 1791. Students will study the similarities and differences between the modern regions of the United States.

FIFTH CIVICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Identifies the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents.	1.1.1	
2. Identifies key ideals, such as Catholic social teachings, individual human dignity, liberty, justice, equality, and the rule of law, and discusses their application in specific situations.		
3. Evaluates how public issues are related to constitutional rights and common good.	1.1.2	
4. Understands the organization and function of the United States government (legislative, judicial, executive).	1.2.1 1.2.2	
5. Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.	1.4.1	
6. Uses Gospel values to make informed decisions about public issues.		
7. Understands the functions of laws and how they are created and changed.		
8. Distinguishes between local, state, national governments, and identifies representative leaders at these levels (mayor, governor, and president).		
9. Identifies and understands the meaning of national, state, and local symbols.		
10. Recognizes why boundaries change.		

FIFTH ECONOMICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Analyzes the costs and benefits of economic choices made to meet their needs and wants.	2.1.1	
2. Understands how trade affected the economy of the thirteen colonies and expansion of America.	2.2.2	
3. Understands the impact of the British government on the economy of the thirteen colonies.	2.3.1	

4. Recognizes the importance of various jobs within a community and how they contribute to the production and exchange of goods and services.		
5. Explains how economic systems determine how goods and services are to be produced and distributed.		
6. Explains how values and beliefs influence different economic decisions.		
7. Understands that the availability and use of resources influence the production of goods and services in the economy.		
8. Recognizes that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.		

FIFTH GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Constructs and uses maps to show and analyze information about European settlements in the Americas.	3.1.1	
2. Understands the physical characteristics of the thirteen colonies.	3.1.2	
3. Understands the physical and cultural characteristics of the regions of the United States.		
4. Understands and analyzes the impact of the European colonists' movement to the Americas on the land and indigenous peoples.	3.2.3	
5. Uses a compass rose, map symbols, legend, and scale.		
6. Constructs maps using a compass rose, labels, symbols, legend, key, and scale.		
7. Uses latitude and longitude to determine worldwide locations.		
8. Uses maps to discern patterns of exploration and immigration.		
9. Describes and links ways that historical events have been influenced by geographic factors.		
10. Describes the natural characteristics of individual locations and regions.		
11. Understands how geography affects people, culture, and technology (tools).		
12. Examines the effect people, cultures, and technology have had on the physical environment and the global community.		
13. Describes and identifies geographical patterns associated with seasons, climate, weather and water cycle.		
14. Recognizes how the movement of people is related to geographic features, climate, and natural resources.		

FIFTH

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and creates timelines to show causes and effects of historical events.	4.1.1	
2. Understands how the following themes and developments help to define eras in U.S. history up to 1791: <ul style="list-style-type: none">• Development of indigenous societies in North America• Effects of colonization on indigenous societies• Revolution and the Constitution (1763-1791)	4.1.2	
3. Describes the routes, motives, and achievements of the explorers and colonists.		
4. Understands and analyzes how individuals affected U.S. history.	4.2.1	
5. Analyzes how people from various cultural groups have shaped U.S. history.	4.2.2	
6. Understands how technology and ideas have affected the way people live, their values, beliefs, and attitudes.	4.2.3	
7. Analyzes the multiple perspectives and interpretations of historical events in U.S. history.	4.3.1	
8. Analyzes the multiple causes of change and conflict in U.S. history (e.g. Revolutionary War, Boston Tea Party).	4.3.2	
9. Understands that significant historical events in the United States have implications for current decisions and influence the future.	4.4.1	
10. Analyzes how religion, philosophy, political thought, ideas, and theories develop and change over time and impact the future.		
11. Uses Gospel values to examine, discuss and evaluate current events and scientific issues.		
12. Describes and analyzes the various elements of a culture (e.g. language, art, music, belief system).		
13. Examines and understands how cultures spread through trade, exploration, immigration and conquest.		
14. Identifies and describes ways families, groups, and communities influence the individual's daily life and personal choices.		
15. Reinterprets events in terms of what might have happened and shows the likely effects on subsequent events.		

FIFTH

SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
<p>1. Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <p>Research information:</p> <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, and decision making • Locates information: <ul style="list-style-type: none"> • Uses library reference materials (e.g. almanac, encyclopedia, government publication, periodicals, news sources) • Uses online sources • Uses key words, tables, indexes, bibliographies or works cited • Explores information <ul style="list-style-type: none"> • Uses parts of text, maps, globes, graphic tools • Determines if sources are valid and credible • Understands ethical issues related to access and use of information • Organize information in usable forms including outlines, notes, and summaries <p>Analyze information:</p> <ul style="list-style-type: none"> • Organizes key ideas • Detects bias in data presented in various forms <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely orally and in writing 	5	
2. Understands the purpose of documents and the concepts used in them.	5.1.1	
3. Evaluates the relevance of facts used in forming a position on an issue or event.	5.1.2	
4. Understands how essential questions define the research of an issue or event.	5.2.1	
5. Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.	5.2.2	
6. Clarifies and addresses multiple viewpoints on public issues based on key ideals.	5.3.1	
7. Researches a position on a public or historical issue in a paper or presentation.	5.4.1	
8. Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.	5.4.2	
9. Defines and applies content vocabulary.		
10. Uses appropriate technology to create reports and presentations.		

11. Determines an author's purpose and intent.		
12. Predicts outcomes based on factual information.		
13. Communicates concisely both orally and in writing.		
14. Demonstrates collaborative skills within groups: <ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Shows respect and tolerance of others, beliefs, feelings, and convictions 		
15. Reflects to monitor progress.		

SIXTH GRADE

Overview: In sixth grade, students are ready to deepen their understanding of the Earth and its people through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

SIXTH GRADE CIVICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and applies knowledge of government, law, and politics.	1	
2. Analyzes how societies have interacted with one another in the past and present.	1.3.1	
3. Understands the historical origins of civic involvement.	1.4.1	
4. Identifies and describes the features of political systems such as organization, function of government, laws, and political systems.	1.2	
5. Analyzes laws and how they are created and changed.		
6. Identifies rights and responsibilities of individuals.		
7. Identifies key ideals such as Catholic social teachings, individual human dignity, liberty, justice, and equality.		
8. Analyzes a variety of forms of government from the past and present.	1.2.3	
9. Understands that countries often ally themselves with other countries for political power.		
10. Recognizes why borders change.		

SIXTH ECONONICS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Applies understanding of economic concepts and systems to analyze factors in decision-making and the interactions between individuals, families, commerce, governments, and societies.	2	
2. Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.	2.1	

3. Analyzes the costs and benefits of economic choices in the past.	2.1.1	
4. Understands the production, distribution, and consumption of goods, services, and resources in societies in the past and present.	2.2.1	
5. Examines the interdependence of members within civilizations.		
6. Understands how the forces of supply and demand have affected bartering and trade.	2.2.2	
7. Understands the government's role in the economy.	2.3.1	
8. Understands the distribution of wealth and sustainability of resources in the world.	2.4.1	
9. Understands that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.		
10. Explain how values and beliefs influence different economic decisions and their impact on social justice.		

SIXTH

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and humans impact environments.	3	
2. Analyzes maps using scale, direction, symbols, legends and projections to gather information.	3.1.1	
3. Identifies the location of places and regions in the world and understands their physical and cultural characteristics.	3.1.2	
4. Understands and analyzes how the environment has affected people and how people have affected the environment.	3.2.1	
5. Understands the geographic factors that influence the movement of groups of people.	3.2.3	
6. Recognizes that learning about geography helps us understand global issues.	3.3.1	
7. Uses and compares a variety of maps.		
8. Creates different types of maps.		
9. Understands how geography affects people, culture, and technology.		
10. Examines the effect people, culture, and technology have had on the physical environment.		

SIXTH

HISTORY

STUDENT OUTCOMES	LINK TO EALRs	LINK TO SLE
1. Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in order to evaluate how history shapes the present and future.	4	
2. Compares calendars developed by different cultures.	4.1.1	
3. Understands how the rise of civilizations defines eras in ancient history (Mesopotamia, Egypt, Rome, China).	4.1.2	
4. Understands and analyzes the causal factors that have shaped major events in history.	4.2.1	
5. Understands and analyzes how cultural groups in ancient civilizations contributed to world history.	4.2.2	
6. Understands and analyzes how technology and ideas from ancient civilizations have influenced world history (e.g. Phoenician alphabet).	4.2.3	
7. Understands that there are multiple perspectives and interpretations of historical events.	4.3	
8. Demonstrates an understanding that people in different times and places view the world differently.		
9. Analyzes how an event in ancient history aids in the understanding of current issues.	4.4.1	
10. Use Gospel values to examine, discuss and evaluate current events and scientific issues.		
11. Identifies and uses primary and secondary sources to understand the past.		
12. Examines and understands how cultures spread through trade, exploration, immigration and conquest.		
13. Understands how the rise of civilizations defines eras in ancient history.	4.1.2	
14. Identifies leading historical figures and their motives and achievements.		
15. Recognizes and applies examples of cause and effect relationships.		
16. Uses historical knowledge and inquiries to make informed decisions about current issues.		
17. Examines the contributions of diverse cultures and events to societal structures (language, art, music, belief systems).		

18. Analyzes how religion, philosophy, political thought, ideas, and theories develop and change over time and influence the future.		
19. Identifies instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge.		
20. Identifies and describes the ways families and communities influence the individual's daily life and personal choices.		

SIXTH SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
<p>1. Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <p>Research information:</p> <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, and decision making • Locates information: <ul style="list-style-type: none"> • Uses library reference materials (e.g. almanac, encyclopedia, government publication, periodicals, news sources) • Uses online sources • Uses key words, tables, indexes, bibliographies or works cited • Explores information <ul style="list-style-type: none"> • Uses parts of text, maps, globes, graphic tools • Determines and tests if sources are valid and credible • Understands ethical issues related to access and use of information • Organize information in usable forms including outlines, notes, and summaries <p>Analyze information:</p> <ul style="list-style-type: none"> • Organizes key ideas • Detects bias in data presented in various forms <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely orally and in writing 	5	
2. Understands, analyzes, and evaluates positions using critical reasoning skills.	5.1	
3. Creates and uses research questions to guide inquiry.	5.2.1	
4. Reinterprets events in terms of what might have happened, and shows the likely effects on subsequent events.		
5. Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.	5.2.2	

6. Clarifies and addresses multiple viewpoints on public issues.	5.3.1	
7. Formulates a thesis in a research based paper or presentation.	5.4.1	
8. Demonstrates ethical responsibility in citing sources (plagiarism).	5.4.2	
9. Uses literacy skills: <ul style="list-style-type: none"> • Cause and effect • Solves problems by analyzing conflicts • Applies vocabulary • Fact from opinion • Author’s purpose/intention 		
10. Uses collaboration skills: <ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Shows respect and tolerance of others, beliefs, feelings, and convictions 		
11. Participates in communities through organizations working to address an array of cultural, social, political, and religious interests and beliefs.		
12. Monitors progress.		

SEVENTH GRADE

3. Understands that the availability and use of resources influences the production of goods (e.g. Industrial Revolution, Imperialism).		
4. Analyzes the costs and benefits of economic choices in the past.	2.1.1	
5. Examines the interdependence of members within civilizations.	2.2.1	
6. Understands how the forces of supply and demand have affected bartering and trade in the past.	2.2.2	
7. Understands the government's role in the economy.	2.3.1	
8. Understands the distribution of wealth and sustainability of resources in the world.	2.4.1	
9. Examines how both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.		
10. Explains how values and beliefs influence different economic decisions and their impact on social justice.		

SEVENTH GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and humans impact environments.	3	
2. Analyzes maps using scale, direction, symbols, legends, and projections to gather information.	3.1.1	
3. Analyzes maps and charts from a specific time period to analyze an issue or event.	3.1.1	
4. Identifies the location of places and regions in the world and understands their physical and cultural characteristics.	3.1.2	
5. Understands and analyzes how the environment has affected people and how people have affected the environment.	3.2.1	
6. Understands the geographic factors that influence the movement of groups of people.	3.2.3	
7. Recognizes that learning about geography helps us understand global issues.	3.3.1	
8. Creates a variety of maps.		
9. Uses historical maps to compare and contrast information and trends.		
10. Understands how geography affects people, culture, and technology.		

SEVENTH

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in order to evaluate how history shapes the present and future.	4	
2. Analyzes major historical events from different cultural perspectives.	4.1.1	
3. Understands how the rise of civilizations defines eras in ancient history.	4.1.2	
4. Understands and analyzes how individuals and movements from civilizations have shaped world history.	4.2.1	
5. Understands and analyzes how cultural groups in civilizations contributed to world history.	4.2.2	
6. Understands and analyzes how technology and ideas from civilizations have impacted world history (e.g. advancement in mathematics, astronomy, cartography, etc.).	4.2.3	
7. Understands that there are multiple perspectives and interpretations of historical events.	4.3.1	
8. Analyzes multiple causal factors that shape major events in world history.	4.3.2	
9. Analyzes how an event in history aids in the understanding of current issues.	4.4.1	
10. Identifies leading historical figures and their motives and achievements.		
11. Uses Gospel values to examine, discuss, and evaluate current events and scientific issues.		
12. Uses historical knowledge and inquiries to make informed decisions about current issues.		
13. Examines the contributions of diverse cultures and events to societal structures (language, art, music, belief systems).		
14. Compares and contrasts how information is spread.		
15. Analyzes how religion, philosophy, political thoughts, ideas, and theories develop and change over time and impact the future.		
16. Describes instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge.		
17. Examines and understands how cultures spread through trade, exploration, immigration, and conquest.		

SEVENTH WASHINGTON STATE HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties; define the goals of our state. a) Explains how liberty, justice, equality, and sovereignty is defined in the Washington State Constitution. b) Explains how the Washington State Constitution defines equality when declaring that it is “the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”	1.1.1	
2. Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution	1.1.2	
3. Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty. a) Explains the organization and powers of city and county government. b) Explains the organization and powers of the three branches of Washington State government. c) Explains the organization and powers of a local tribal government. d) Explains the populist features of the Washington State Constitution, including initiative and referendum.	1.2.1	
4. Analyzes how international agreements have affected Washington State in the past or present.(e.g. Examines how treaties have affected fishing in Washington State.	1.3.1	
5. Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present. (e.g. Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon)	2.2.2	
6. Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.	2.3.1	
7. Understands and analyzes the distribution of wealth and sustainability of resources in Washington State (e.g. Agriculture, Microsoft, Natural resource management).	2.4.1	
8. Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present (e.g. Columbia basin irrigation, Suburban /rural community impact environment).	3.2.1	

<p>9. Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</p> <ul style="list-style-type: none"> ➤ Territory and treaty-making (1854—1889). ➤ Railroads, reform, immigration, and labor (1889—1930). ➤ The Great Depression and World War II (1930—1945). ➤ New technologies and industries (1945—1980). ➤ Contemporary Washington State (1980—present). <p>Examples:</p> <ul style="list-style-type: none"> • Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period. • Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform. • Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State. • Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries. • Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington. 	<p>4.2.1</p>	
<p>10. Analyzes multiple causal factors that shape major events in Washington State or world history (e.g. effect of dams, Indian wars in Washington territories, Pacific Salmon treaty, trade relationship with Japan for lumber).</p>	<p>4.3.2 5.2.1</p>	
<p>11. Analyzes how an event in Washington State helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities. • Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest. 	<p>4.4.1</p>	

SEVENTH

SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALRs	LINK TO SLE
<p>1. Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <p>Research information:</p> <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, and decision making • Locates information: <ul style="list-style-type: none"> • Uses library reference materials (e.g. almanac, encyclopedia, government publication, periodicals, news sources) • Uses online sources • Uses key words, tables, indexes, bibliographies or works cited • Explores information <ul style="list-style-type: none"> • Uses parts of text, maps, globes, graphic tools • Determines and tests if sources are valid and credible • Understands ethical issues related to access and use of information • Organizes information in usable forms including outlines, notes, and summaries <p>Analyze information:</p> <ul style="list-style-type: none"> • Organizes key ideas • Detects bias in data <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely both orally and in writing 	5	
<p>2. Understands evidence supporting and opposing a position on an issue or event.</p>	5.1.1	
<p>3. Creates and uses research questions to guide inquiry.</p>	5.2.1	
<p>4. Evaluates primary and secondary sources, analyzes notes, and determines the need for additional information while researching an issue or event.</p>	5.2.2	
<p>5. Analyzes and responds in discussion to multiple viewpoints on an issue (i.e. Socratic seminar, debate, mock trial).</p>	5.3.1	
<p>6. Formulate a thesis in a research-based paper or presentation.</p>	5.4.1	
<p>7. Demonstrates ethical responsibility in citing sources (plagiarism).</p>	5.4.2	
<p>8. Participates in communities through organizations working to address an array of cultural, social, political, and religious interests and beliefs.</p>		

<p>9. Uses literacy skills:</p> <ul style="list-style-type: none"> • Cause and effect • Solves problems by analyzing conflicts • Applies vocabulary • Fact from opinion • Author's purpose/intention 		
<p>10. Uses collaboration skills:</p> <ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Shows respect and tolerance of others, beliefs, feelings, and convictions 		

EIGHTH GRADE

EIGHTH

GEOGRAPHY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Analyzes maps using scale, direction, symbols, legends, and projections to gather information.	3.1.1	
2. Analyzes maps and charts from a specific time period to analyze an issue or event.	3.1.1	
3. Understands and analyzes how the environment has affected people and how people have affected the environment.	3.2.1	
4. Understands and analyzes physical and cultural characteristics of places and regions in the United States.	3.1.2	
5. Identifies the location of places and regions in the world and understands their physical and cultural characteristics.	3.1.2	
6. Understands and analyzes the geographic factors that influence the movement of groups of people.	3.2.3	
7. Creates and uses a variety of maps.		
8. Understands and analyzes how geography affects people, culture, and technology.		

EIGHTH

HISTORY

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
1. Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, and individuals in order to evaluate how history shapes the present and future.	4	
2. Understands and analyzes historical chronology from early European exploration through Reconstruction.	4.1.2	
3. Understands and analyzes how individuals and movements have shaped U.S. history.	4.2.1	
4. Understands and analyzes the contributions of cultural groups in U.S. history.	4.2.2	
5. Understands and analyzes how technology and ideas have impacted U.S. history.	4.2.3	
6. Analyzes and interprets United State's historical materials from a variety of perspectives.	4.3.1	
7. Analyzes multiple causal factors of major events in U.S. history.	4.3.2	
8. Analyzes how an event in history helps us to understand a current issue.	4.4.1	
9. Describes routes and motives of the explorers and colonists and their accomplishments.		
10. Identifies leading historical figures and their motives and achievements.		

11. Uses Gospel values to examine, discuss, and evaluate current events and scientific issues.		
12. Analyzes how religion, philosophy, political thoughts, ideas, and theories develop and/or change over time.		
13. Describes instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge.		
14. Examines and understands how cultures spread through trade, exploration, immigration, and conquest.		

EIGHTH SOCIAL STUDIES SKILLS

STUDENT OUTCOMES	LINK TO EALR	LINK TO SLE
<p>1. Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.</p> <p>Research information:</p> <ul style="list-style-type: none"> • Uses tools for research, information analysis, problem solving, and decision making • Locates information: <ul style="list-style-type: none"> • Uses library reference materials (e.g. almanac, encyclopedia, government publication, periodicals, news sources) • Uses online sources • Uses key words, tables, indexes, bibliographies or work cited • Explores information <ul style="list-style-type: none"> • Uses parts of text, maps, globes, graphic tools • Determines and tests if sources are valid and credible • Understands ethical issues related to access and use of information • Organizes information in usable forms including outlines, notes, and summaries <p>Analyze information:</p> <ul style="list-style-type: none"> • Organizes key ideas • Detects bias in data <p>Synthesize information:</p> <ul style="list-style-type: none"> • Communicates concisely both orally and in writing 	5	
2. Understands evidence supporting and opposing a position on an issue or event.	5.1.1	
3. Evaluates the logic behind the rationale of a position for an issue or event.	5.1.2	
4. Creates and uses research questions to guide inquiry.	5.2.1	
5. Evaluates primary and secondary sources, analyzes notes, and determines the need for additional information while researching an issue or event.	5.2.2	

6. Analyzes and responds in discussion to multiple viewpoints on an issue (i.e. Socratic seminar, debate, mock trial).	5.3.1	
7. Formulates a thesis in a researched-based paper or presentation.	5.4.1	
8. Demonstrates ethical responsibility in citing sources (plagiarism).	5.4.2	
9. Participates in communities through organizations working to address an array of cultural, social, political, and religious interests and beliefs.		
10. Uses literacy skills: <ul style="list-style-type: none"> • Cause and effect • Solves problems by analyzing conflicts • Applies vocabulary • Fact from opinion • Author's purpose/intention 		
11. Uses collaboration skills: <ul style="list-style-type: none"> • Demonstrates self-direction when working towards and accomplishing goals • Adjusts personal behavior to fit the dynamics of various groups and situations • Shows respect and tolerance of others, beliefs, feelings, and convictions 		