

SOCIAL STUDIES CURRICULUM GUIDELINES

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: From the beginning, societies evolved and changed based on human beliefs.

I R M

			Understand that each person is one of a kind because God made us so.
			Recognize that each person matters.
			Identify and live the Christian virtues of honesty, kindness, generosity and altruism.
			Identify how personal choices affect others at home, school and community.
			Understand that each person has a responsibility to care for him/her and others.
			Recognize that each person has a responsibility to care for the Earth.

HISTORY: History relates to events, people, and places of other times.

			1.1 Identify the purpose or meaning of people and events honored and commemorated in holidays (Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, etc.).
			1.2 Appreciate American legends and stories of people such as Pocahontas, George Washington, Abraham Lincoln, etc.
			1.3 Understand how people lived in earlier times compared to today (e.g., getting water, growing food, making clothing, providing shelter, etc.).
			1.4 Identify yesterday, today, tomorrow, days of the week and months of the year.
			1.5 Identify American symbols and icons (flag, Statue of Liberty, etc).

GEOGRAPHY: The study of geography includes locating places and identifying a variety of environments.

			2.1 Understand simple directions and locations (up/down, near/far, left/right, behind/in front).
			2.2 Recite address, city, state, phone number.
			2.3 Identify land and water on maps and globes and general areas referenced in historical legends and stories.
			2.4 Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).
			2.5 Draw a map and/or provide verbal directions from home to school.

PEOPLE/CULTURE/ SOCIAL VALUES: Culture and social values evolve from how people live their lives over time.

			3.1 Recognize his/her own cultural background.
			3.2 Recognize differences and similarities among families.
			3.3 Identify his/her own role in the family and the classroom.
			3.4 Know how groups of people in the community contribute to the common good (police, firemen, soup kitchen, etc.).

ECONOMICS: Economy has basic established processes

I R M

			4.1 Develop an awareness of family’s needs and wants.
			4.2 Share things, time, space and people.
			4.3 Identify ways to reduce, reuse and recycle within the family and school community

GOVERNMENT AND CITIZENSHIP: Being a good citizen involves certain actions and behaviors.

			5.1 Identify school rules and need for rules.
			5.2 Recognize the importance of sharing and taking turns and cooperating with others.
			5.3 Make responsible choices and begin to understand consequences of choices.
			5.4 Display honesty, kindness, and a sense of American values and Christian virtues.
			5.5 Recognize national identity, president, and American flag.
			5.6 Salute the flag and recite the “Pledge of Allegiance.
			5.7 Sing patriotic song.

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: From the beginning, societies evolved and changed based on human beliefs.

I R M

			Understand the importance of seeing family members and classmates as special.
			Recognize that cultural differences also mean differences in religious beliefs.
			Acknowledge the value of the contributions all people make in society.
			Acknowledge how the God-given gifts of each person bring diversity in the economic world (working, spending, saving, sharing).
			Discuss the Earth that God created and the ways each person can protect the environment.
			Understand that our 13 colonies came into being largely because people held differing religious beliefs.
			Recognize that God gave people special gifts, which resulted in inventions and travel changes.

HISTORY: The symbols and traditions of the United States provide continuity and sense of community across time.

			1.1 Understand the meaning of our national holidays and the people associated with them.
			1.2 Identify American symbols, landmarks, documents and people associated with them (e.g. the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence).
			1.3 Sing songs that express American ideals.
			1.4 Learn and tell the history of his/her family, events, and customs.

GEOGRAPHY: Every location on the earth has physical characteristics peculiar to itself.

			2.1 Locate on maps and globes their local community, California, the United States, North and South
			2.2 Poles, the equator, and the seven continents, and the four oceans.
			2.3 Construct a simple map, using cardinal directions and map symbols.
			2.4 Know the location of their home, school, and neighborhood.
			2.5 Describe how location, weather, and physical environment affect the way people live

PEOPLE/CULTURE/ SOCIAL VALUES: Cultural diversity exists in local communities as well as globally

			3.1 Understand and appreciate that the American community is formed by families of different cultural backgrounds.
			3.2 Compare the beliefs, customs, traditions and social practices of varied cultures.
			3.3 Understand that the family is part of a larger community.
			3.4 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

ECONOMICS: Each family in the community has differences and similarities that contribute to the economic state.

I R M

			4.1 Understand the roles and responsibilities of parents, children.
			4.2 Know how families earn and spend money.
			4.3 Know families need to care for what they have including the environment.
			4.4 Identify ways to reduce, reuse and recycle in their family.
			4.5 Learn that some families work to meet their needs and wants and that some work is volunteer or service related.

GOVERNMENT AND CITIZENSHIP: Laws provide protection, fairness and structure in our society and in our lives.

			5.1 Discuss class and family rules.
			5.2 Understand the responsibilities of each person to the society.
			5.3 Understand values celebrated in national holidays.
			5.4 Identify the president and governor and begin to understand that people in their families vote to select leaders.
			5.5 Understand the elements of fair play and good sportsmanship.
			5.6 Respect the rights and opinions of others, including the “Golden Rule”.

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

			Acknowledge that people of the world come from a variety of religious beliefs.
			God made people to be the best people they can be, caring for other members of the community.
			Identify ways that the community becomes a better place when people work to together.
			Learn that people’s belief systems developed in countries many years ago, and that those beliefs guided what those countries have become today.
			Recognize that people’s values and mortality affect the way they live in community.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: Situations that happened long ago and yesterday are the makings of history

			1.1 Understand how parents and grandparents have made a difference in their lives.
			1.2 Recognize early American ancestors and how their actions shaped our country.
			1.3 Identify famous persons and explain why they should be remembered and celebrated (George Washington, Abraham Lincoln, Mother Seton, etc.).
			1.4 Recognize early American communities (e.g., pilgrim, colonial, and pioneer settlements).

GEOGRAPHY: The earth is made up of a variety of places, which can be found on maps, and globes.

			2.1 Differentiate between a map and a globe.
			2.2 Understand and use cardinal directions.
			2.3 Read and interpret map symbols with the use of a legend.
			2.4 Use a map to label the northern and southern hemispheres, countries, major lakes and rivers, mountains, and oceans.
			2.5 Locate on a map where their ancestors live.

PEOPLE/CULTURE/SOCIAL VALUES: People of all cultures, races, and social values bring diversity and balance to society.

			3.1 Compare neighborhoods and communities from different parts of the world.
			3.2 Recognize that people work together in groups to solve problems.
			3.3 Recognize holidays and traditions that are different from their own cultures.
			3.4 Recognize individuality in cultures.

Achievements and progress in various fields are the result of research and the study of many people.

			3.5 Understand the contributions and significance of historical figures (e.g., scientist and inventors, authors, musicians, artists, and athletes).
			3.6 Name some people who have been responsible for change (e.g., Susan B. Anthony, Rachel Carson, Pope John XXIII, etc.)

I R M

			3.7 Understand that all types of work contribute to society.
			3.8 Understand that work has a positive value.

ECONOMICS: People in our local community make a difference.

			4.1 Recognize that people have needs and wants.
			4.2 Identify people who work to supply their daily needs (e.g., mail carriers, grocery clerks, bankers, pastors, teachers, etc.).
			4.3 Identify jobs that provide goods and services for communities.
			4.4 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
			4.5 Know that natural resources are “gifts of nature”...gifts from God.
			4.6 Recognize personal responsibility for preserving the environment.

GOVERNMENT AND CITIZENSHIP: Millions of citizens are part of society governed by city, state, and national governments.

			5.1 Become aware of the values celebrated in our holidays (e.g., Thanksgiving—gratitude).
			5.2 Identify rules that help people work and live in society (e.g., traffic and school rules).
			5.3 Identify responsibilities of being a good citizen.
			5.4 Identify how he/she can be a good citizen (e.g., becomes a responsible learner).
			5.5 Recognize and honor symbols of our country (e.g., American flag, American bald eagle, Lincoln Memorial, etc.).

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

			Define community in relationship to Christian Life
			Recognize that a variety of communities and religious beliefs are necessary in order for societies to survive.
			Identify celebrations that exist because people believe those celebrations express a way to be grateful to God.
			Acknowledge that communities spring up based on the personal needs of the people founding them.
			Know that the history of the United States developed because of the needs of the variety of peoples from different cultures and beliefs who emigrated to this country.
			Understand that moral choices are the basis for the use of goods and services in a community.
			Know that even the government of the United States has a basis in religious beliefs.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: Early settlers established communities that have changed drastically in the last 150 years.

			1.1 Recognize how natural resources impact the founding of communities.
			1.2 Learn about early Native Americans and their communities.
			1.3 Know the impact new groups of people have on the ones before (e.g., Immigrants on Native Americans).
			1.4 Describe contributions each new group has on the land.
			1.5 Identify prominent citizens of early communities (e.g., William Penn, Lewis and Clark, etc.)
			1.6 Recognize conflicts and resolutions within communities.
			1.7 Identify the need for societal guidelines and laws.

GEOGRAPHY: There are geographic tools to organize information about people, places, and environments.

			2.1 Know the basic elements of maps and globes (e.g., legend, cardinal directions, landform, resources and products, distance scales, etc.).
			2.2 Identify natural features of the land (e.g., mountains, hills, plains, plateaus, valleys, canyons, rivers, oceans)
			2.3 Identify regions: desert, grassland, mountain coastal.
			2.4 Identify natural resources within the regions (e.g., forests, fuel, fish, etc.).
			2.5 Know the location of major continents, mountain ranges and bodies of water. Know the location of major cities in North America
			2.6 Know characteristics of a variety of regions (e.g., landform, climate, vegetation, housing, manufacturing, religion, language).

PEOPLE/CULTURE/SOCIAL VALUES: There is diversity of culture and tradition within communities.

I R M

			3.1 Identify different cultural traditions within communities (e.g., Irish and Basque dancers, African American Kwansa, etc.).
			3.2 Compare and contrast communities with respect to dress, rituals, traditions, religion, and code of morals and values.
			3.3 Recognize and respect the value of diversity within communities.
			3.4 Recognize the value of each community as an integral part of the world community.
			3.5 Acknowledge the need for diversity.

ECONOMICS: Nature and man-made resources affect the prosperity and growth of a community.

			4.1 Recognize the basics of economics and the impact upon communities (e.g., resources, services, and means of change).
			4.2 Identify the resources on which a particular community bases its economic system (Saudi Arabia—oil, Central California—agriculture, etc.).
			4.3 Identify the importance of transportation and communications as industries needed to aid in the development of communities.
			4.4 Recognize the need to preserve natural resources for the economy and life of a community.
			4.5 Determine ways of preserving natural resources in our personal circumstances.

GOVERNMENT AND CITIZENSHIP: Government and citizenship are valued within each community.

			5.1 Identify how different types of government communities are ruled (America—democracy, England—Monarchy, etc.).
			5.2 Compare and contrast these types of governments.
			5.3 Know the three branches of government (legislative, judicial, and executive).
			5.4 Recognize the importance of law and order within a community.
			5.5 Identify responsibilities of being a productive citizen within that community.
			5.6 Know the significance of local and national landmarks, symbols and essential documents (e.g., U.S. flag, bald eagle, Statue of Liberty, U.S. Capitol, State Capitol, U.S. Constitution, and Declaration of Independence).

GRADE LEVEL S SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

			Define community in relationship to Christian life.
			Recognize that a variety of communities and religious beliefs are necessary in order for societies to survive.
			Identify celebrations that exist because people believe those celebrations express a way to be grateful to God.
			Acknowledge that communities spring up based on the personal needs of the people founding them.
			Know that the history of the United States developed because of the needs of the variety of peoples from different cultures and beliefs who emigrated to this country.
			Understand that moral choices are the basis for the use of goods and services in a community.
			Know that even the government of the United States has a basis in religious beliefs.
			Know the history of the California missions.
			Identify how the conquistadors and the Franciscan Friars impacted the history of California for all time.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: Students will know and appreciate the historical events that are a part of California State History and the significance or impact on peoples today and their relationship to the nation.

			1.1 Explain the story of California in Pre-Columban times through the cultures of the Native Americans who first lived here.
			1.2 Describe the lives of the early settlers and explorers and how they changed the environment of the state.
			1.3 Describe the Spanish exploration and colonization of California including the relationships among soldiers, missionaries and Native Americans.
			1.4 Explain and list the reasons for Spanish and missionary presence in California and their influence on the state's history.
			1.5 Know major historical events (e.g., Mexican War for Independence, Gold Rush, and Westward Expansion) that affected the life of early settlers.
			1.6 Describe and explain the importance of famous landmarks of California.

GEOGRAPHY: Every state and region of the 50 United States has its particular geographic features, and those of California are the subject of this year's study.

			2.1 Be able to use a variety of maps, a globe, latitudinal and longitudinal lines to locate important features and resources of the state of California.
			2.2 Name and locate the state capital and other major important cities in California.
			2.3 Name, locate and describe the missions of California and their importance to the development of the state.
			2.4 Determine how climate and landforms affected the growth and development of the state.

I R M

			2.5 Explain and give examples of how the needs of the citizens of California have affected their environment.
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PEOPLE/CULTURE/SOCIAL VALUES: Cultural diversity and the contributions of different immigrant groups to the state’s development, affect California society.

			3.1 Identify the different ethnic cultures and their contributions to the heritage of the state of California.
			3.2 Be able to compare early cultural identities and their influence on later times.
			3.3 Identify early cultures of California and where they were located. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on the life of the people and the state.
			3.4 Describe basic components of early cultures (e.g., language, social organization, beliefs, customs, and forms of shelter, economic activities and educational systems.
			3.5 List and describe the contributions of key people in the development of the state of California.
			3.6 Analyze the impact of twentieth-century Californians on the nation’s artistic cultural development, including the rise of the entertainment industry.

ECONOMICS: Basic procedures exist as part of any economic system.

			4.1 Describe how the natural resources of California have contributed to the growth of different regions (e.g., Silicon Valley technology, Central Valley—agriculture).
			4.2 List and describe the natural resources of the state of California and why some need to be protected.
			4.3 Describe the kinds of trade within the state and with other states and give the importance of each.
			4.4 Describe the significance of the early Gold Rush and how it affected settlements, daily life, politics, population, and physical environment of California.

GOVERNMENT AND CITIZENSHIP: Political and social systems establish laws and citizens recognize their rights and responsibilities within those systems.

			5.1 Be able to explain the process whereby California became a state, describing the symbols of the state such as flag, song, flower, bird, etc.
			5.2 Identify the levels of state government and the responsibilities of citizens needed for California growth.
			5.3 Identify the functions of each branch of state government and ways citizens can contribute to a better state government.
			5.4 Understand the importance of citizen participation in the electoral process of the state as well as nationally
			5.5 Describe some forms of discrimination found in California and give examples of how citizens can work together to solve these problems.

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

			Recognize that Native Americans, who were here first, realized God in creation and revered the earth and its inhabitants has gifts from God.
			Acknowledge the explorers who came to America as seekers of both religious freedom and wealth.
			Identify some of the missionary explorers in pre-colonial America.
			Understand that the founding of the original 13 colonies was largely based on the need for religious freedom.
			Know that God was called upon to help the members of the Constitutional Convention to establish a fair and just government.
			Identify ways in which God was included in the founding of the United States government (Constitution and Amendments, Pledge of Allegiance, National Anthem, money).
			Recognize that much of the expansion westward was due to people continuing to seek religious freedom and to secure a better life.
			Describe the effects of the Franciscans on the history of California.
			Acknowledge and respect the variety of religious denominations in the United States.
			Analyze the moral efforts of many Americans to ensure a free country where people care for each other.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: Key influences in United States history shaped our lives today.

			1.1 Know and appreciate the land and people of different U.S. regions before Columbus.
			1.2 Trace early routes of exploration.
			1.3 Compare the differences in settlements of the French, Spanish, and English.
			1.4 Compare life in the New England, Middle, and Southern colonies.
			1.5 Know key events and people that shaped U.S. history (e.g., Revolutionary War, Westward Expansion, inventions, Revolutionary leaders including women).
			1.6 Know and understand the causes and effects of the American Revolution and its influence on our views of democracy.
			1.7 Discuss the life of the first Americans.
			1.8 Is able to relate key influences to your life.
			1.9 Is able to state and support opinions regarding key events, inventions, and discoveries.

GEOGRAPHY: Part of geographical topography includes natural resources that affected regions, locations, places, and movement within various time periods.

I R M

			2.1 Know the role of geography in the European choice of settlements within the new world.
			2.2 Become aware of the movement of people through immigration, migration, voyages and movements to cities in the United States up to 1850.
			2.3 Compare and contrast United States regions over time up to 1850.
			2.4 Is able to use charts and maps which show key information such as population, resources, movement, and battles.
			2.5 Is able to create charts and maps to depict change over time.
			2.6 Know how and why the geography of the United States has changed throughout history.
			2.7 Know and locate the current 50 states and capitals.

PEOPLE/CULTURE/SOCIAL VALUES: Diversity of the people within the United States makes historical contributions to the growth of the nation.

			3.1 Understand the concept of pluralism due to immigration and the rich complexity of culture at different periods in the United States prior to 1850.
			3.2 Compare and contrast waves of immigration from 1850 until today and how they enrich our society and country.
			3.3 Recognize the contribution of the American Indian, Blacks, and immigrants to the United States through cultural images seen in art, stories, and ceremonies.
			3.4 Learn about heroes and heroines of the United States society in different eras prior to 1850.

ECONOMICS: Over the decades our economic system has evolved and it affects the development and direction of our nation.

			4.1 Compare the different economic needs and practices of the New England, Middle and Southern colonies.
			4.2 Identify the economic implications of the westward movement (e.g., expansion, diverse resources, population growth, wealth, poverty, etc.).
			4.3 Understand and appreciate the geographic factors and inventions that affected the development of the economic system of the United States (e.g., cotton gin, automobiles, airplanes, telephones, etc.)
			4.4 Understand the role of trade routes in the United States including canals and railroads.
			4.5 Recognize the interdependence of states and peoples in the United States.
			4.6 Describe the importance of trade within the nation and with other nations.
			4.7 Analyze and appreciate the effects new industries have on the economy and on people.

GOVERNMENT AND CITIZENSHIP: Political and social systems shaped the United States, and its citizens recognize their rights and responsibilities as members of a democratic society.

			5.1 Understand the history and basic principles of democracy upon which our nation stands.
			5.2 Understand and appreciate American ideals as expressed in the Constitution and Declaration of Independence.
			5.3 Understand the rights and obligations necessary for maintaining a democratic society in the United States.
			5.4 Know the process and functions of the three branches of government.
			5.5 Recognize the movements in United States history to obtain rights for women, slaves, and other

		minority groups (e.g., women’s suffrage, emancipation, etc.)
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GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

		Recognize and acknowledge that every early civilization across all continents had its own sense of a god, or one greater than they, who provided for their needs.
		Identify how spirituality influenced the ancient civilizations of the Byzantine and Arabia Empires, Mesopotamia, China, Persian Empires, Athens and Rome.
		Compare the Native American cultures and their religious ceremonies.
		Understand how language, art and writing influence the spread of “religion” in early civilizations.
		Discover how forms of war changed societies and religious influences in kingdoms across the centuries.
		Understand that rulers in the Middle Ages often controlled the Religious beliefs within their specific kingdoms
		Recognize that expansion in all continents affected the beliefs of peoples.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: Western and non-Western civilizations are millenniums old and have their affects on modern society.

		1.1 Appreciate the similarities and differences of the early societies of the Near East and Africa, ancient Hebrew civilization, Greece, Rome, and the civilizations of India and China.
		1.2 Recognize events, inventions, and discoveries in the ancient world and their effects (e.g., hieroglyphics, papyrus, wheels, pulleys, levers, etc.).
		1.3 Know how to place key developments of each civilization in a timeline.
		1.4 Know major figures and their contributions and achievement to their societies in various aspects of civilization (e.g., Hammurabi, Chang Dynasty, etc.).

GEOGRAPHY: The earth and its evolving characteristics have shaped and changed cultures throughout history.

		2.1 Know the physical characteristics that influenced the development of the major civilizations.
		2.2 Know the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
		2.3 Know the connection between geography and the development of city-states and commerce in the Aegean Sea.
		2.4 Recognize and identify countries and continents, major capitals, landforms, and major water systems of the world.
		2.5 Is able to compare and relate cultures of past civilizations with modern day cultures and their geographic settings.

PEOPLE/CULTURE/SOCIAL VALUES: The development of major social systems and structures make an impact on history.

I R M

			3.1 Develop an awareness of prehistoric people’s chronological place on the historical time line and their cultural development from the Paleolithic era to the agricultural revolution.
			3.2 Analyze the different social and religious structures of the early civilizations of Mesopotamia, Egypt, Kush, and the Near East, ancient Hebrews, Greeks, and Romans.
			3.3 Understand the daily life of people at various points in ancient history.
			3.4 Know the contributions and effects of key people in ancient times.
			3.5 Develop a multi-cultural perspective that respects the dignity and worth of all peoples.

ECONOMICS: The development of major economic systems of the ancient world affected later societies.

			4.1 Examine the basic economic problems confronting ancient civilizations and how they solved them (e.g., food, shelter, clothing, etc.).
			4.2 Identify the economic systems of ancient world civilizations.
			4.3 Describe the role of trade and commerce that affected ancient civilizations.

GOVERNMENT AND CITIZENSHIP: Major political systems and structures of ancient civilizations impacted later societies.

			5.1 Compare the development of government structures in ancient civilizations.
			5.2 Examine how governments gained power over people and land (e.g., monarchies, dynasties, oligarchies, autocratic states, etc).
			5.3 Understand how power is allocated between citizens and government.
			5.4 Recognize how government power was limited, maintained, and transferred and in some cases how it was not.
			5.5 Examine what rights and freedoms were provided for citizens.
			5.6 Understand the close relationships that existed between social and political systems.

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

I R M

		Analyze the influence of the Emperor Constantine on the spread of Christianity.
		Trace the origins of Islam and the teachings of Muhammad.
		Explain the reason for the spread of Buddhism throughout Asia.
		Analyze the growth and spread of religious beliefs in West Africa as a result of trans-Saharan caravan trade.
		Describe the spread of Christianity north of the Alps and the roles played by the early Church and by monasteries in its diffusion after the fall of Rome.
		Analyze how political ties affected the relationships between the papacy and European monarchs.
		Understand the importance of the Catholic Church as a political, aesthetical, and intellectual institution in the Middle Ages.
		Identify significant figures in the development of Christian theology and morality.
		Analyze how the Counter Reformation and the forces that fostered the movement revitalized the Catholic Church.
		Understand the creation spirituality of the Native Americans of North America.
		Describe how the Judao-Christian belief established itself in the new world.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: The historical events and developments that occurred in Europe, Africa, and Asia affected the rest of the world.

		1.1 Analyze the causes and effects of the expansion and disintegration of the Roman Empire and the rise of Christianity and feudalism
		1.2 Describe the development of the Byzantine empire.
		1.3 Understand the effects Islam had on its people and region.
		1.4 Identify the civilizations and empires that developed in Japan, Ghana and Mali, Meso-America, and the Andean civilization.
		1.5 Know major events and inventions that affected western civilization (e.g., Crusades, bubonic plague, Renaissance, Protestant Revolt and the Reformation, Exploration, Scientific Revolution, Enlightenment).

GEOGRAPHY: From medieval to modern times, geographical characteristics and world regions have gradually undergone a metamorphosis.

		2.1 Locate centers of major regions of the world map.
		2.2 Identify physical features, climate, natural resources, and political boundaries.
		2.3 Understand movement of people, goods, and ideas and the effects on exploration.
		2.4 Identify modern countries in different historical periods.

PEOPLE/CULTURE/SOCIAL VALUES: Social values need to be identified, defined, understood, and live.

I R M

			3.1 Appreciate the cultural similarities and differences that exist among societies of medieval and modern times.
			3.2 Understand how a lack of knowledge of cultural differences creates misunderstandings and injustices.
			3.3 Recognize and appreciate the multi-cultural and multi-ethnic dimensions of society and the contributions made by diverse groups.

ECONOMICS: Supply, demand, and trade are three basic concepts integral to any economy.

			4.1 Identify the basic economic needs of societies.
			4.2 Define and understand global and regional trade.
			4.3 Describe the rise of capitalism and its effect on societies.
			4.4 Recognize the economic global interdependence of societies.
			4.5 Identify the three basic economic questions: what to produce, how and how much to produce, and how to distribute.

GOVERNMENT AND CITIZENSHIP: Government and citizenship have always been part of early, medieval, and modern times.

			5.1 Understand the similarities and differences of government in the different civilizations.
			5.2 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, and the independent judiciary).
			5.3 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Right and the American Declaration of Independence.
			5.4 Demonstrate an understanding of citizenship and its characteristics.

GRADE LEVEL SOCIAL STUDIES EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed multitudes of societies based on those beliefs throughout the world and over thousands of years.

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		Recognize that Native Americans, who were here first, realized God in creation and revered the earth and its inhabitants as gifts from God.
		Acknowledge the explorers who came to America as seekers of both religious freedom, a better life, and in some cases, wealth.
		Identify some of the missionary explorers in pre-colonial America
		Understand that the founding of the original 13 colonies was largely based on the need for religious freedom.
		Know that God was called upon to help the members of the Constitutional Convention to establish a fair and just government.
		Identify ways in which God was included in the founding of the United States government (Constitution and Amendments, Pledge of Allegiance, National Anthem, money).
		Recognize that much of the expansion westward was due to people continuing to seek religious freedom and to secure a better life.
		Describe the effect of the Franciscans on the history of California.
		Acknowledge and respect the variety of religious denominations in the United States.
		Analyze the moral efforts of many Americans to ensure a free country where people care for each other.
		Understand that a thorough review of the Constitution and Declaration of Independence reveals the acknowledgment by the drafters that God created people equal.
		Recognize that the basic documents of our country were founded against the backdrop of the religious freedom for which they emigrated and fought.
		Identify religious denomination that began and continue to be associated with particular states (Utah, Mormons; Pennsylvania, Amish; Massachusetts, Quakers) and their influence in those states.
		Know the regions of our country where specific religious denominations tend to be the majority.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

HISTORY: there are a number of periods in U.S. history, each with its own chronology of events.

		1.1 Study our colonial heritage and the development of democratic institutions.
		1.2 Analyze the events leading to the American Revolution and the difficulties in creating a government and constitution.
		1.3 Develop an appreciation of the divergent paths of the American people: 1800-1850.
		1.4 Analyze causes and key events leading to the Civil War and the consequences of Reconstruction.
		1.5 Study the effects of the rise of industrial America: 1877-1914.
		1.6 Place key events and influences on a time line.
		1.7 Possess a logical sense of the progression of United States history.

GEOGRAPHY: The geographical topography of the 50 United States has changed and continues to change, contingent upon societal needs and demands.

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			2.1 Create and interpret maps, charts, and graphs which show key information including population, resources, movement, battles, and change over time.
			2.2 Identify land changes caused by westward expansion, inventions, and sources of communication.
			2.3 Create and interpret maps, charts and graphs which show views of the world.

PEOPLE/CULTURE/SOCIAL VALUES: Key influences shaped early United States history from more than one perspective. There is a relationship between human culture and United States history.

			3.1 Know the groups that inhabited the early United States.
			3.2 Understand the cultures and daily life of early Americans.
			3.3 Know effects and influences of foreign and domestic events, people, inventions, and discoveries.
			3.4 From different perspectives, describe the motivations, influences, and events that lead to change.
			3.5 Recognize what was important to various groups.
			3.6 Understand how key influences and events changed the lives of various groups.
			3.7 Know how culture affected early United States history.
			3.8 Know how history affected the culture.

ECONOMICS: There are basic processes in the economic system of the United States. The development of these processes has affected the nation’s development into its present position as a world power.

			4.1 Identify and understand the economic system of early United States history.
			4.2 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it.
			4.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
			4.4 Know entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford, etc.).
			4.5 Recognize the changes of the United States economic dependence from agrarian to industrial to technological.
			4.6 Identify and understand the interdependence of the United States economy and the world economies.

GOVERNMENT AND CITIZENSHIP: Citizens need to understand the American political system and be able to participate responsibly in it.

			5.1 Know the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, The Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting.
			5.2 Commit the Preamble of the Constitution, and patriotic songs to memory.
			5.3 Know the basic precepts of the Declaration of Independence, the Constitution and the Bill of Rights.
			5.4 Know the structure of the United States government including the two-party system, election process, interest groups, voting privileges and responsibility.
			5.5 Know the social reforms of the nineteenth and twentieth centuries including labor movements, women’s suffrage, and civil rights.
			5.6 Discuss citizens’ ethical obligation to oppose discrimination against individuals and groups.
			5.7 Discuss citizens’ ethical responsibility to oppose violence.