

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **Kindergarten**

#### **History**

- ☐ I can name the days of the week.
- ☐ I can tell the difference between long ago, yesterday, today and tomorrow.
- ☐ I can understand my own personal life history (birth, toddler, preschool).
- ☐ I can name state and federal holidays and explain them.
- ☐ I can listen to and talk about songs, poetry, literature and drama that relate to cultural heritage (family background).

#### **People in Societies**

- ☐ I can describe how families, schools, and communities are the same in some ways and different in other ways.
- ☐ I can identify different cultures by their holidays, customs and traditions, using language, stories, folktales, music and art of different cultures.

#### **Geography and Environment**

- ☐ I can correctly identify and use location, direction and distance terms; like up/down, over/under, here/there, front/back, behind/in front.
- ☐ I can recite my home address.
- ☐ I can make models and maps describing real places like my classroom.
- ☐ I can show landforms and bodies of water on map and globes.
- ☐ I can find my way around my school.
- ☐ I can describe my neighborhood (streets, buildings, fields, lakes).
- ☐ I can identify natural resources used every day in my life.
- ☐ I can identify maps and globes as geographical tools.

#### **Economics Concepts and Principles**

- ☐ I can explain the difference between wants and needs.
- ☐ I can explain how people make decisions about their wants.
- ☐ I can identify goods and services.
- ☐ I can identify examples of scarcity.
- ☐ I can identify examples of opportunity cost.

#### **Government**

- ☐ I can identify important people in the home, school and community.
- ☐ I can identify symbols of the U.S. (flag, pledge).
- ☐ I can explain how rules provide order, security and safety.
- ☐ I can participate in a democratic decision-making process.

- ☐ I can explain what it means to make rules and how it is necessary to carry out or enforce rules.

### **Citizenship, Rights and Responsibilities**

- ☐ I can participate and cooperate in classroom activities.
- ☐ I can follow directions and rules.
- ☐ I can make choices and take responsibility for my actions.
- ☐ I can explain the qualities and actions of a good citizen (trust, respect, honesty, responsibility, fairness, compassion and self-control).
- ☐ I can explain how to resolve disputes peacefully in the classroom and on the playground.
- ☐ I can describe how groups need to make decisions and how those decisions are made in families and classrooms.

### **Social Studies Skills and Methods**

- ☐ I can listen for information.
- ☐ I can sort objects or pictures.
- ☐ I can show how things are the same or different.
- ☐ I can communicate information.
- ☐ I can share, take turns and raise my hand before speaking.

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **Grade 1**

#### **Principles of the Republic in the United States**

- ☐ I can tell why laws and rules are made and changed.
- ☐ I can tell about being a good citizen and list basic rights and responsibilities.
- ☐ I can identify and tell about national symbols; flag, eagle, Statue of Liberty, Capitol...

#### **Principles and Processes of Governance Systems**

- ☐ I can tell how people are protected by laws.
- ☐ I can share peaceful solutions used in the classrooms and on the playground.
- ☐ I can describe how decisions are made at schools.
- ☐ I can explain what it means to make and carry out rules.

#### **Missouri, United States and World History**

- ☐ I can tell about famous Americans; George Washington, Abe Lincoln...

#### **Economic Concepts and Principles**

- ☐ I can give examples of goods and services.
- ☐ I can tell the difference between consumers and producers.

#### **Geography and Environment**

- ☐ I can identify maps, globes and other geographical tools.
- ☐ I can use a compass rose.
- ☐ I can identify the cardinal directions.
- ☐ I can locate places on maps and describe the location in relation to another place.

#### **Cultures, Institutions and Traditions**

- ☐ I can explain how people that live in different places are the same and different.

#### **Tools of Social Science Inquiry**

- ☐ I can use globes, maps and the internet to find places.
- ☐ I can use photos and artifacts to tell about how people live in different places.

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **Grade 2**

#### **Principles of the Republic in the United States**

- ☐ I can explain majority rule.
- ☐ I can explain the rights of the citizen.
- ☐ I can recite and describe the importance of the Pledge of Allegiance.
- ☐ I can demonstrate a peaceful resolution to a dispute.

#### **Principles and Processes of Governance Systems**

- ☐ I can describe how decisions are made and enforced within a local community.

#### **Missouri, United States and World History**

- ☐ I can compare and contrast the habitats, resources, art, and daily lives of Native American peoples, Woodland and Plains Indians.

#### **Economic Concepts and Principles**

- ☐ I can explain or demonstrate how people trade using money and bartering.

#### **Geography and Environment**

- ☐ I can construct maps with title and key.
- ☐ I can identify and locate the world's seven continents and four oceans.
- ☐ I can identify and describe characteristics in the world (landforms, water bodies, etc.).
- ☐ I can describe why different groups of people settled in certain areas.
- ☐ I can describe different types of communication and transportation.
- ☐ I can tell about different regions (places with certain characteristics).
- ☐ I can use geography to explain the present (why supermarkets are able to sell apples throughout the year).

#### **Cultures, Institutions and Traditions**

- ☐ I can describe how needs are met by families and friends.

#### **Tools of Social Science Inquiry**

- ☐ I can identify and use globes, maps, graphs and charts.
- ☐ I can identify and use primary sources (diaries, letters, interviews, journals, photos).
- ☐ I can identify and use library and media resources (DVD, videos, books, electronic resources, periodicals, atlases, dictionaries and encyclopedias).
- ☐ I can identify artifacts (buildings, fossils, pottery, primitive tools, clothing, musical instruments...)

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **Grade 3**

#### **Principles of the Republic in the United States**

- ☐ I can identify and explain why cities make laws and ordinance.
- ☐ I can discuss and apply responsibilities of citizens.
- ☐ I can state the main purpose of the Declaration of Independence.
- ☐ I can identify the purpose of the Constitution.
- ☐ I can explain how the National Anthem symbolizes our nation.

#### **Principles and Processes of Governance Systems**

- ☐ I can analyze peaceful resolutions by courts and other authorities.
- ☐ I can demonstrate a peaceful resolution.
- ☐ I can explain how disputes can threaten peace in a community and how they may be solved.
- ☐ I can describe how decisions are made, enforced and interpreted by the government.
- ☐ I can identify and explain the three branches of government in the Federal government.

#### **Missouri, United States and World History**

- ☐ I can describe the contributions of Martin Luther King, Jr.

#### **Economic Concepts and Principles**

- ☐ I can identify and explain public goods and services.
- ☐ I can distinguish among capital and human resources.
- ☐ I can conduct a cost benefit analysis.
- ☐ I can identify taxes that students experience, such as sales taxes.
- ☐ I can list how tax moneys are used and who benefits from tax supported services.

#### **Geography and Environment**

- ☐ I can read and construct maps.
- ☐ I can identify and locate the Mississippi and the Missouri rivers.
- ☐ I can locate and identify the states bordering Missouri on a map.
- ☐ I can explain how and find a location on a grid system.
- ☐ I can describe various ecosystems in Missouri and the world.
- ☐ I can describe how changes in communication and transportation affect people's lives.
- ☐ I can explain why people living in different places (towns, suburbs, cities...) make a living in different ways.
- ☐ I can identify examples of different regions.

### **Cultures, Institutions and Traditions**

- ☐ I can compare how people needs have been met in different ways in various cultures.
- ☐ I can take part in a constructive process or method for resolving conflicts.

### **Tools of Social Science Inquiry**

- ☐ I can identify and use globes, maps, graphs, timelines, diagrams, and charts.
- ☐ I can identify and use primary and secondary sources (diaries, letters, interviews, journals, and photos).
- ☐ I can identify library and media resources (DVD, videos, books, electronic resources, periodicals, atlases, dictionaries and encyclopedias).
- ☐ I can identify artifacts (buildings, fossils, pottery, primitive tools, clothing, musical instruments...)
- ☐ I can use technological tools for research and presentations.

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **Grade 4**

#### **Principles of the Republic in the United States**

- ☐ I can identify and explain why Missouri has a constitution and why the state makes and enforce laws.
- ☐ I can identify the “rights” in the “Bill of Rights”.
- ☐ I can state the main purpose of the Declaration of Independence.
- ☐ I can identify the purpose of the Constitution.
- ☐ I can explain how the National Anthem symbolizes our nations.

#### **Principles and Processes of Governance Systems**

- ☐ I can describe how decisions are made and enforced within the state government.
- ☐ I can identify and explain the three branches of government in the state of Missouri.

#### **Missouri, United States and World History**

- ☐ I can identify and describe the significance of the individuals from Missouri who have make contributions to our state and national heritage.
- ☐ I can locate and describe settlements in Missouri of people of European and African heritage.
- ☐ I can outline Missouri’s statehood; the Missouri Compromise.
- ☐ I can summarize the events in westward expansion, including people’s motivation, their hardships.
- ☐ I can describe the contributions of Thomas Jefferson.
- ☐ I can sequence and describe the importance of: Louisiana Purchase and the Lewis & Clark Expedition.
- ☐ I can explain Missouri’s role in the Civil War.
- ☐ I can evaluate the impact of Westward Expansion on the Native American in Missouri.
- ☐ I can describe the changes in Missouri since the Civil War in education, transportation and communication.

#### **Economic Concepts and Principles**

- ☐ I can compare savings and financial investment.
- ☐ I can distinguish between supply and demand.
- ☐ I can interpret past, explain present, and predict future consequences of economic decisions.
- ☐ I can explain how the state gets the money it needs to provide goods and services especially by the collection of sales tax.
- ☐ I can explain how decisions of households, businesses, and government affect one another.

## **Geography and Environment**

- ☐ I can construct and interpret maps.
- ☐ I can identify and locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph Missouri.
- ☐ I can describe human characteristics of a place: population, economics, transportation, communication...
- ☐ I can describe how people are affected by their environment (adapt and change).
- ☐ I can compare regions in the state of Missouri.
- ☐ I can use geography to interpret the past.

## **Cultures, Institutions and Traditions**

- ☐ I can analyze how people's needs are met by groups and organizations.
- ☐ I can take part in a constructive process or method for resolving conflicts by using a problem solving organizer.

## **Tools of Social Science Inquiry**

- ☐ I can identify and use globes, maps, graphs, timelines, diagrams, and charts.
- ☐ I can identify and use primary and secondary resources (diaries, letters, interviews, journals, photos).
- ☐ I can identify and use library and media resources (DVD videos, books, electronic resources, periodicals, atlases, dictionaries, encyclopedias).
- ☐ I can identify artifacts (buildings, fossils, pottery, primitive tools, clothing, directories, cartoons, musical instruments...).
- ☐ I can create maps, timelines, diagrams and cartoons to enhance studies in history, civics, economics and geography.
- ☐ I can use technological tools for research and presentations.



# **Immaculate Conception School**

## **Social Studies Curriculum**

**Grade 5**

### **Principles of the Republic in the United States**

- ☐ I can identify important principles in the Declaration of Independence.
- ☐ I can identify important principles in the Constitution including: limited government, rule of law, majority rule, minority rights, separation of powers and checks and balances.
- ☐ I can identify important principles in the Bill of Rights such as basic rights and freedoms.
- ☐ I can explain the major purpose of the Constitution and the Bill of Rights.

### **Principles and Processes of Governance Systems**

- ☐ I can distinguish between powers and functions of local, state and national government.

### **Missouri, United States and World History**

- ☐ I can summarize the viability and diversity of Native American cultures before Europeans arrived.
- ☐ I can create an outline of the discovery, exploration and settlement of America.
- ☐ I can explain the American Revolution, including the perspectives of patriots and loyalists and explain why the American colonists were successful.
- ☐ I can identify major conflicts between the colonies and England and explain how these conflicts led to the American Revolution.
- ☐ I can summarize the causes and consequences of Westward expansion, including: Texas and Mexican War, Oregon Territory, California Gold Rush.
- ☐ I can examine cultural interactions among these groups from colonial times: Native Americans, Immigrants from Europe, Africans brought to America.
- ☐ I can identify political, economic and social causes and consequences of the Civil War and Reconstruction.

### **Economic Concepts and Principles**

- ☐ I can apply the following economic concepts: scarcity, supply and demand, and opportunity cost.
- ☐ I can interpret past, explain present, and predict future consequences of economic decisions; pertaining to consumers and the environment.
- ☐ I can identify the role technology in our economy and how our economy has changed from an agricultural economy to an industrial economy.

## Geography and Environment

- ☐ I can use geographic research to acquire information and answer questions.
- ☐ I can locate cities of Missouri and the United States.
- ☐ I can locate states and major topographic features of the United States.
- ☐ I can locate and describe real places, using absolute and relative location.
- ☐ I can identify physical characteristics such as climate, topography, relationship to water and ecosystems.
- ☐ I can identify human characteristics such as people's education, language, diversity, economies, settlement patterns, ethnic background and political systems.
- ☐ I can identify the different regions in the United States.
- ☐ I can identify major patterns of population distribution, demographics and migrations in the United States.
- ☐ I can use geography to interpret the past, explain the present, and plan for the future (emphasis on physical processes that reshape the earth).

## Cultures, Institutions and Traditions

- ☐ I can identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.
- ☐ I can identify how ideas, concepts and traditions have changed over time in the United States.

## Tools of Social Science Inquiry

- ☐ I can identify and use globes, maps, graphs, timelines, diagrams and charts.
- ☐ I can identify and use primary and secondary sources (diaries, letters, interviews, journals, photos).
- ☐ I can identify and use library and media resources (DVD, videos, books, electronic resources, periodicals, atlases, dictionaries, encyclopedias).
- ☐ I can identify artifacts (buildings, fossils, pottery, primitive tools, clothing, directories, cartoons, musical instruments...).
- ☐ I can create maps, timelines, diagrams, and cartoons to enhance studies in history, civics, economics and geography.
- ☐ I can distinguish between facts and opinion and recognize bias and points of view.
- ☐ I can use technological tools for research and presentations.

# Immaculate Conception School

## Social Studies Curriculum

### 6<sup>th</sup> Grade – World Geography

#### Goals:

- ☐ I can determine the appropriate physical features of the land according to their position within the country's location.
- ☐ I can categorize and recognize the parts of a physical, political, economic resources, and population density map.
- ☐ I can examine the Six Essential Elements of Geography and their impact on each other: the world, places and regions, physical systems, human systems, environment and society, and the uses of geography.
- ☐ I can recall the general characteristics found on a map.
- ☐ I can recall geographical terms.
- ☐ I can accurately locate geographic features on a physical map.
- ☐ I can analyze how climate, latitude, and landforms affect the people, economy, and history of a country.
- ☐ I can examine how the history of a country has affected the past, current, and future decisions of a country.
- ☐ I can accurately read and interpret maps.
- ☐ I can construct maps.
- ☐ I can use maps, graphs, statistical data, timelines, charts, diagrams to interpret, draw conclusions and make predictions.
- ☐ I can create maps, timelines, charts, diagrams, and graphs to communicate information.
- ☐ I can analyze how ancient civilizations have shaped the current countries and their practices today.
- ☐ I can discuss current events in class. Upon the discussion students will examine the effect it has on the people, the country, and the world. Students will formulate their own opinions and be asked to view different points of view (not to believe in them, but for good discussion and critical thinking).
- ☐ I can examine River Civilizations in the development of the civilization, their religious beliefs, forms of writings, and early cultural practices and their influences on the world.
- ☐ I can investigate Europe in the Middle Ages in the areas of the rise of kingdoms and feudalism.
- ☐ I can investigate feudal Japan and the rise of the war lords and art influences.
- ☐ I can construct maps.
- ☐ I can locate major cities and nations in the world.
- ☐ I can locate continents, major bodies of water, and physical (topographic) features.
- ☐ I can locate and describe geographic places, using absolute and relative location.
- ☐ I can describe physical characteristics, such as climate, topography, relationship to water, and ecosystems.
- ☐ I can explain human characteristics, such as people's education, language, diversity, economies, religions, settlements patterns, ethnic background, and political system.
- ☐ I can describe how physical processes shape the physical environment.
- ☐ I can describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them.

- ☐ I can explain how regions of the world relate to one another and change over time.
- ☐ I can identify how technology and culture have influenced resources used in the past.
- ☐ I can apply the following concepts: scarcity, supply, demand, income, markets, competition in markets, specialization, and trade origins,
- ☐ I can interpret the past, explain the present, and predict the future consequences of economic decisions. Within these decisions, discuss the personal and public decisions and the impact.
- ☐ I can use geographic resources to acquire and process information to answer questions and solve problems.
- ☐ I can describe human characteristics, such as people's education, language, diversity, economies, settlement patterns, ethnic background, and political system.
- ☐ I can describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural, and capital resources.
- ☐ I can compare regions and predict how human life in one region in the world would differ from that in another.
- ☐ I can describe major patterns of population distribution, demographics, and migrations in the world and the impacts of these cultures on community life.
- ☐ I can identify worldwide patterns of resource distribution (trading).
- ☐ I can identify environmental consequences of how people use resources.
- ☐ I can identify the natural effects of natural forces upon human activities.
- ☐ I can use geography to interpret the past, present, and plan for the future.
- ☐ I can describe how cultural traditions, human actions, and institutions influence people's perceptions and judgments of events.
- ☐ I can describe how ideas, concepts, and traditions have changed over time.
- ☐ I can use technological tools for research and presentation.
- ☐ I can identify, research, and defend a point of view
- ☐ I can identify primary and secondary sources.

#### Content topics:

- River Civilizations: Ancient Mesopotamia, Egypt, India, China
- Middle Ages in Europe
- Feudalism
- Ancient Rome
- Ancient Greece
- Canada
- Mexico
- Continent of Europe
- Region of Middle East (North Africa, Europe, Asia)
- Russia and the era of the Soviet Union (Europe and Asia)
- Asia- China, India, North and South Korea, Japan, Taiwan
- Current events
- Geographical terms and features
- Reading maps and chart analysis
- A variety of forms of governments

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **7<sup>th</sup> Grade – United States Government (Civics) and American History**

#### **Goals:**

- ☐ I can determine the need for the colonists to have a revolution to grant freedom to become the United States.
- ☐ I can connect the guiding principles of the Constitution with the feelings of the colonists to create a Constitution.
- ☐ I can examine why the Bill of Rights were created and connect the need for these specific rights at the time.
- ☐ I can identify the Bill of Rights as well as identify real examples of these rights being practiced or denied.
- ☐ I can analyze the need for amendments to the Constitution.
- ☐ I can compare and contrast the 3 Branches of Government.
- ☐ I can identify a variety of political symbols and the meaning of the symbol.
- ☐ I can determine the need/purpose to vote in the United States.
- ☐ I can examine the process of a bill becoming a law.
- ☐ I can explain the need to responsibly adhere to the civic responsibilities we have been granted by the founding fathers.
- ☐ I can connect Westward Expansion with the gold rush and the development of railroads.
- ☐ I can express how the development of railroads affected the United States government, the Native Americans, immigrants, and the people of America.
- ☐ I can support how the development of cities affected people in a positive and negative way.
- ☐ I can determine how the Industrial Revolution supported Westward Expansion and the development of cities.
- ☐ I can discuss current events in class. Upon the discussion students will examine the effect it has on the people, the country, and the world. Students will formulate their own opinions and be asked to view different points of view (not to believe in them, but for good discussion and critical thinking).

#### **Content:**

- Need for the American Revolution
- Outcome of American Revolution
- Declaration of Independence
- United States Constitution
- Bill of Rights
- Amendments
- 3 Branches of Government
- Political Symbols with parties
- Voting
- Creating laws
- Civic responsibilities/duties
- Civil War's effects on Reconstruction
- Westward Expansion
- Railroads
- Gold Rush
- Development of cities
- Industrial Revolution- Inventions
- Current events

# **Immaculate Conception School**

## **Social Studies Curriculum**

### **8<sup>th</sup> Grade – American History (World War I-present) and Economics**

#### **Goals:**

- ☐ I can locate states of the United States in relationship to US History.
- ☐ I can interpret maps of the United States, Europe, North Africa, and Asia to collect data and info about the World Wars, Korean War, Vietnam War, Cold War, and the War on Terrorism.
- ☐ I can explain the causes of World War I.
- ☐ I can explain why the United States entered World War I.
- ☐ I can analyze the impact that World War I had on the country. (The War at Home)
- ☐ I can identify the: League of Nations and Treaty of Versailles.
- ☐ I can examine the causes of the Great Depression.
- ☐ I can identify the effects of a good and poor economy in relationship to the 1920's in comparison to the Great Depression.
- ☐ I can identify the current changes in our government, economics, and banking systems due to the Great Depression.
- ☐ I can apply the following concepts: unemployment, market economy, recession, depression, and expansion.
- ☐ I can describe how decisions and actions of governments, businesses, groups, and individuals affect one another in a market economy.
- ☐ I can identify the amendments: Women's Suffrage and Prohibition.
- ☐ I can analyze how the 1920's had an effect on Women's Suffrage and Prohibition in the United States.
- ☐ I can explain the causes of World War II.
- ☐ I can explain why the United States entered World War II.
- ☐ I can compare and contrast the two wars of World War II: War in Europe and War in Japan.
- ☐ I can discuss and examine the reasons of the Holocaust.
- ☐ I can relate the causes and practices of the Holocaust and relate how people still harm races/cultures/people today.
- ☐ I can analyze how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.
- ☐ I can determine how the effects of World War I carried over to lead to the beginning of World War II.
- ☐ I can identify the concept of Communism.
- ☐ I can explain how the effect of a Communist style of leadership has on a country (Soviet Union, Germany, North Korea, and North Vietnam), and how our country interacted in relationships with these countries.
- ☐ I can explain the Red Scare.
- ☐ I can summarize how Communism brought the United States into a Cold War.
- ☐ I can discuss the time period of the Cold War and how the United States reacted within the country borders.
- ☐ I can interpret the relationship the United States had with the Soviet Union during the Cold War.

- ☐ I can summarize the major events of the Cold War between the United States and the Soviet Union: Arms Race, Space Race, and the Cuban Missile Crisis (blockade).
- ☐ I can explain the cause for the United States involvement in the Korean War.
- ☐ I can recognize the 38<sup>th</sup> Parallel in relationship to the Korean War.
- ☐ I can explain the term: stalemate and compare it to the Korean War.
- ☐ I can determine the effects of new inventions of the 1950's and the effect each had on the United States.
- ☐ I can identify when the Baby Boom Generation took place.
- ☐ I can examine the effects the Baby Boom Generation had on the development of the United States, the economy, and job creation.
- ☐ I can defend why Civil Rights impacted all groups of people: Women, African Americans, Native Americans, Latinos, and people with disabilities.
- ☐ I can identify various leaders of the Civil Rights Movement.
- ☐ I can identify various groups that impacted the Civil Rights Movement.
- ☐ I can explain the concepts of: separate but equal, civil disobedience, boycotts, sit-ins, and protesting.
- ☐ I can compare the Supreme Court ruling of Plessy vs. Ferguson and Brown vs. Board of Education of Topeka, Kansas in relationship to dissolving the law separate but equal facilities in the United States.
- ☐ I can describe how laws and events affect members of groups and relationships among groups.
- ☐ I can compare and contrast peaceful and non-peaceful demonstrations that occurred during the Civil Rights Movement.
- ☐ I can explain the cause for the United States involvement in the Vietnam War.
- ☐ I can examine how the tactics of the Vietnamese War changed from the previous wars the United States fought.
- ☐ I can examine how changes in technology affected the soldiers in the Vietnam War.
- ☐ I can compare the Vietnam War tactics and the feelings of the American people compared to the World Wars.
- ☐ I can analyze how education, books/writing, art, and music changed over time.
- ☐ I can explain how education, books/writing, art, and music influenced the culture of the American people.
- ☐ I can explain how technology has changed the ways countries approach war in the 1900's compared to the pre-Civil War time period.
- ☐ I can analyze the effects of war on the United States people, economy, foreign affairs, and history.
- ☐ I can order and construct timelines of different aspects in American History.
- ☐ I can explain how September 11, 2001 affected the safety, security, and well-being of the American people.
- ☐ I can discuss how the War on Terrorism affects the United States today.
- ☐ I can analyze political cartoons and defend and/or determine the opposite stance on the cartoon.
- ☐ I can express what economics is and why/how it impacts the people, the country, and the world.
- ☐ I can apply the following concepts: investment, Gross Domestic Product, inflation, profit and profit motive.
- ☐ I can identify different forms of taxes such as tariffs, sales taxes, and income taxes, and their purposes.
- ☐ I can explain the consequences of personal and public economic decisions.

- ☐ I can evaluate geographic research sources to process and report information to solve problems and make predictions.
- ☐ I can interpret the past, explain the present, and predict the future consequences of economic decisions.
- ☐ I can explain causes and effects of migration streams, movements of people to job markets, barriers to human movement, and how people overcome such barriers.
- ☐ I can compare and contrast the need for supply and demand.
- ☐ I can compare and contrast the Gross Domestic Product vs. the Gross National Product along with the influences and impacts of each.
- ☐ I can identify uses of banking and the Federal Reserve.
- ☐ I can assess how personal and group experiences influence people's perceptions and judgments of events.
- ☐ I can analyze how ideas, concepts, and traditions have changed over time. (Ex. Women's role in society.)
- ☐ I can analyze how cultural traditions, human actions, and institutions affect people's behavior.
- ☐ I can select, investigate, and present a topic using primary and secondary resources such as oral interviews, artifacts, journals, documents, photos, and letters.
- ☐ I can use maps, graphs, timelines, charts, and diagrams to communicate information.
- ☐ I can evaluate constructive processes or methods for resolving conflicts.
- ☐ I can distinguish between fact and opinion and recognize bias and points of view.
- ☐ I can use technological tools for research and presentation.
- ☐ I can identify, research, and defend a point of view/position.
- ☐ I can apply the rights and responsibilities of individuals to events in United States history and everyday life.
- ☐ I can discuss current events in class. Upon the discussion students will examine the effect it has on the people, the country, and the world. Students will formulate their own opinions and be asked to view different points of view (not to believe in them, but for good discussion and critical thinking).

#### Content:

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| <ul style="list-style-type: none"> <li>• World War I</li> <li>• 1920's</li> <li>• Great Depression</li> <li>• World War II</li> <li>• Holocaust</li> <li>• Red Scare/Communism/Cold War</li> <li>• Korean War</li> <li>• 1950's</li> <li>• Civil Rights Movement</li> <li>• Vietnam War</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Domestic Product</li> <li>• Money and finance</li> <li>• Investments</li> <li>• Supply and demand</li> <li>• Free market economy/Free enterprise</li> </ul> |
| <ul style="list-style-type: none"> <li>• War on Terrorism</li> <li>• Current Events</li> <li>• Political cartoons</li> <li>• Economics</li> <li>• Gross National Product</li> </ul>  |  |



