

## **Primary Social Studies**

The social studies program for the primary grades includes essential content from six areas of social studies: government and civics, culture and society, economics, historical perspective, geography and reference skills. The essential content descriptions for the social studies areas are general grade-level descriptions and can be complemented as necessary. They describe a comprehensive and integrated social studies program to be completed during the primary school year indicated.

Although the social studies program for the primary grades is divided into six areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students develop broad concepts of social studies. This style of learning reflects the developmental nature of children.

The social studies content provides connections to Kentucky's Learning Goals of Thinking and Solving Problems and Connecting and Integrating Knowledge. These connections provide a more comprehensive link between essential content and the skills and abilities important to learning.

Lists in parentheses (designated with an "e.g.") are suggestions for instruction and are not meant to be comprehensive.

# **KINDERGARTEN**

## **HISTORICAL PERSPECTIVE**

The Learner Will:

- distinguish among past, present, and future, and describe change over time

## **GEOGRAPHY**

The Learner Will:

- identify and begin to use tools (e.g., maps, globes, charts, graphs) to understand surroundings
- visualize where things (e.g., schools, neighborhoods) are located
- use simple directional words
- identify and describe seasonal changes, including weather

## **ECONOMICS**

The Learner Will:

- recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange)

## **GOVERNMENT AND CIVICS**

The Learner Will:

- recognize and understand the need for rules within the home and school setting
- recognize family as the basic social unit
- be introduced to the idea of settling conflict through dialogue
- recognize that one who volunteers in the community is a good citizen

## **CULTURE AND SOCIETY**

The Learner Will:

- recognize shelter, language, music, art, dress, food, literature, and folktales as elements of culture
- explore and be exposed to shelter, language, art, dress, food, literature and folktales of different groups in a variety of geographical areas
- discuss the ways language, art, music, belief systems and other cultural elements can both facilitate global understanding as well as cause misunderstanding
- understand that diverse groups celebrate heritage and culture in a variety of ways
- understand that he/she is unique and can contribute to society
- distinguish between appropriate and inappropriate behavior

- apply interpersonal skills in real life situations
- develop an appreciation of his/her physical surroundings
- recognize personal and physical development
- realize the features of one's nuclear and extended families
- begin to develop and nurture personal friendships
- begin to work cooperatively

### **REFERENCE SKILLS**

The Learner Will:

- understand the use of the calendar

# **FIRST GRADE**

## **HISTORICAL PERSPECTIVE**

The Learner Will:

- distinguish among past, present, and future, and describe change over time
- understand how and why (cause-and-effect) events occurred in the community, state, or nation
- differentiate among fact, fiction, and opinion in relating historical events

## **GEOGRAPHY**

The Learner Will:

- use tools (e.g., maps, globes, charts, graphs) to understand surroundings
- visualize where things (e.g., schools, neighborhoods) are located
- recognize physical and human characteristics of a variety of places and regions
- understand and use directional and locational terms and symbols
- locate and distinguish various landforms and features (e.g., mountains, plateaus, islands) on a map
- distinguish between land and water on a map
- use map keys
- trace a route by following directions
- identify and use a floor plan, a city map, and a neighborhood map
- understand that the earth's rotation causes seasonal changes

## **ECONOMICS**

The Learner Will:

- recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange).
- identify the process of producing a product

## **GOVERNMENT AND CIVICS**

The Learner Will:

- recognize and understand the need for rules within the home and school setting
- understand and begin to apply rights and responsibilities in relation to a group (e.g., class, school, community)
- begin to understand the basic purpose of government and how citizen participation/volunteering can affect a community or government
- identify what causes disputes and how cooperation helps
- understand justice and equality and treat each other accordingly
- recognize the family as the basic social unit
- be encouraged to settle conflict through dialogue

## **CULTURE AND SOCIETY**

The Learner Will:

- recognize shelter, language, music, art, dress, food, literature, and folktales as elements of culture
- explore and be exposed to shelter, language, art, dress, food, literature and folktales of different groups in a variety of geographical areas
- discuss the ways language, art, music, belief systems and other cultural elements can both facilitate global understanding as well as cause misunderstanding
- understand that diverse groups celebrate heritage and culture in a variety of ways
- begin to recognize the roles individuals have in various groups
- begin to understand how human needs are met through social groups and institutions and have changed over time
- begin to examine concepts of stereotyping, prejudice, and discrimination
- give examples of how experiences may be interpreted differently by people from diverse culture perspectives and frames of reference
- apply interpersonal skills in real life situations
- distinguish between appropriate and inappropriate behavior
- develop self-respect and respect for others
- realize the features of one's nuclear and extended families
- develop and nurture personal friendships
- appreciate the value of cooperation and be able to work with others
- appreciate the importance of religious freedom
- understand that people's values, beliefs and attitudes change over time
- understand that advances in science enable technological changes to occur
- understand the ways language, art, music, belief systems and other cultural elements can both facilitate global understanding as well as cause misunderstanding

## **REFERENCE SKILLS**

The Learner Will:

- identify days and months in order and the number of months in a year
- identify and use dictionary

## **SECOND GRADE**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- distinguish among past, present, and future, and describe change over time
- be able to calculate the number of years between dates
- understand how and why (cause-and-effect) events occurred in the community, state, or nation
- differentiate among fact, fiction, and opinion in relating historical events
- describe and illustrate historical concepts or events through symbols, slogans, songs, poems, and passages
- understand simple historical time lines and use primary and secondary sources and artifacts to examine the past

### **GEOGRAPHY**

The Learner Will:

- use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings
- visualize where things (e.g., schools, neighborhoods) are located
- recognize physical and human characteristics of a variety of places and regions and explore how they have changed over time
- recognize that people depend on, adapt to, or modify the environment to meet basic needs
- recognize factors that influence human movement and settlement
- identify landforms (e.g., islands, peninsulas, rivers) on a map
- identify boundaries and symbols for communities and cities on a map
- understand and use directional and locational terms and symbols

### **ECONOMICS**

The Learner Will:

- recognize and display knowledge of fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange) and recognize tensions between wants and needs
- recognize fundamental economic concepts (e.g., goods and services, supply and demand, scarcity, and opportunity cost)
- recognize different roles of family, workers, banks, and businesses in economic systems
- understand that consumer wants influence the production and consumption of goods and services
- recognize skills used in the decision-making process in order to make informed economic decisions

- explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle
- identify the process of producing a product
- define taxes and understand their purposes
- recognize that a community's location, climate and natural resources influence its economy
- recognize economic independence
- discuss social and economic effects of environmental changes resulting from flood, storm, drought, etc.
- examine the interaction of human beings and their physical environment in selected locales and regions such as use of land, building cities and ecosystems

## **GOVERNMENT AND CIVICS**

The Learner Will:

- understand the need for rules within the home and school setting
- understand and begin to apply rights and responsibilities in relation to the community
- begin to understand the basic purpose of government and how citizen participation/volunteering can affect community and government
- understand the importance of voting and majority rule in making group decisions
- distinguish between local, state and national government
- understand justice and equality and treat each other accordingly
- appreciate and use dialogue to settle conflicts

## **CULTURE AND SOCIETY**

The Learner Will:

- understand that diverse groups celebrate heritage and culture in a variety of ways
- recognize the roles individuals have in various groups
- understand how human needs are met through social groups and institutions
- examine concepts of stereotyping, prejudice, and discrimination
- recognize independence and personal interests
- develop and nurture personal friendship
- develop self-respect and respect for others
- appreciate the value of cooperation and be able to work with others
- know that religion is important in society and appreciate religious freedom
- recognize that there are various points of view
- compare commonalities and differences in the way groups, societies and cultures meet human needs and concerns
- give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- distinguish between appropriate and inappropriate
- identify and describe examples in which advances in science and technology cause change in the environment, transportation, and side effects of agricultural practices

- understand that people's values, beliefs, awarenesses and attitudes change as a result of advancing and scientific knowledge
- understand the ways language, art, music, belief systems and other cultural elements can both facilitate global understanding as well as cause misunderstanding

## **REFERENCE SKILLS**

The Learner Will:

- begin to use the library for research

## **GRADE 3**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- distinguish among past, present, and future, and describe change over time.
- understand how and why (cause-and-effect) events occurred in the community, state, or nation.
- differentiate among fact, fiction, and opinion in relating historical events.
- describe and illustrate historical concepts or events through symbols, slogans, songs, poems, and passages.
- understand simple historical time lines and use primary and secondary sources and artifacts to examine the past.

### **GEOGRAPHY**

The Learner Will:

- use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.
- visualize where things (e.g., schools, neighborhoods) are located.
- recognize physical and human characteristics of places and regions.
- recognize that people depend on, adapt to, or modify the environment through the use of science and technology to meet basic needs.
- recognize factors that influence human movement and settlement, including conservation of resources.

### **ECONOMICS**

The Learner Will:

- recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange).
- recognize fundamental economic concepts (e.g., taxes, goods and services, supply and demand, scarcity, and opportunity cost).
- recognize different roles of family, workers, banks, businesses, climate, and natural resources in economic systems.
- understand that consumer wants influence the production and consumption of goods and services.
- recognize skills used in the decision-making process in order to make informed economic decisions and establish economic independence.
- explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- recognize and understand the need for rules within the home and school setting.
- understand and begin to apply rights and responsibilities in relation to the community and give examples of cooperation and conflict.
- begin to understand the basic purpose of government, how citizen participation can affect government and recognize the characteristics of democracy.
- distinguish between local, state, and national governments

## **CULTURE AND SOCIETY**

The Learner Will:

- recognize language, music, art, dress, food, literature, and folktales as elements of culture.
- understand that diverse groups celebrate heritage and culture in a variety of ways.
- recognize the roles individuals have in various groups including respect, friendship, and personal interests and capabilities.
- understand how human needs and religious freedoms are met through social groups and institutions.
- examine concepts of stereotyping, prejudice, and discrimination and settling conflict through dialogue.

## **REFERENCE SKILLS**

The Learner Will:

- Use newspapers and magazines
- Use an atlas

## Intermediate Social Studies

Intermediate level social studies utilizes the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) and reference skills in an integrated program which focuses on a different grade-level context each year. For example, grade four focuses on Kentucky studies and regions of the United States through integration of all five strands. Grade five includes an integrated focus on United States history through the early 1800's. Regardless of the grade-level context, students incorporate each of the five categories of social studies to explore the content.

The required content is devised so that districts/schools can arrange the content in a way that best meets their curricular needs. For example, the content can be provided in a chronological manner (e.g., United States history--colonization to modern times), in a thematic way (e.g., Kentucky studies through a geographic perspective), or another configuration the district/school may choose.

In addition to specifying the essential social studies content, the bulleted items provide connections to Kentucky's Learning Goal 5 (Think and Solve Problems) and Goal 6 (Connect and Integrate Knowledge). These connections provide a comprehensive link between essential content and the skills and abilities important to learning. Lists in parentheses (designated with an "e.g.") are suggestions for instruction and are not meant to be comprehensive.

The content charts included in this document for the intermediate levels are arranged sequentially by grade. However, it is the prerogative of school councils and local boards of education for schools exempt from school-based decision making to reorganize the content into a format that best meets the needs of their students. This allows schools the opportunity to create integrated, interdisciplinary, or multidisciplinary programs.

## **GRADE 4**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- develop a chronological understanding of Kentucky's early development as a territory and state.
- explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts, and time lines.
- examine cause-and-effect relationships for events in Kentucky history and understand that some events had multiple causes.
- understand different groups throughout Kentucky's history and their reasons for exploring and/or settling in Kentucky.
- recognize how lifestyles and conditions have changed over time in Kentucky.
- understand that specific symbols, slogans, buildings, and monuments represent ideas and events in Kentucky's history.

### **GEOGRAPHY**

The Learner Will:

- understand that all places on Earth have an absolute and relative location, direction, size, and shape.
- recognize the five themes of geography (location, place, regions, movement, and relationships within places) and use them to analyze geographic issues and problems, and advances in science and technology in Kentucky and regions of the United States.
- use various representations of the Earth (e.g., maps, globes, mental maps, atlases, grids, and charts)
- explain human and physical geographic features in Kentucky and regions of the United States. (e.g. mountains, plateaus, islands, and oceans)
- understand how humans have interacted with the physical environment, science, and technology to meet their needs in Kentucky, regions in the United States, and globally.
- recognize how the physical environment (e.g. seasons, climate, weather, and water cycle), especially in the past, limited and promoted human settlement and activities in Kentucky.
- use a variety of tools (compass rose, scale of distance) to obtain and present geographic information about the United States and its close neighbors (i.e., Canada, Mexico).
- develop mental maps of the United States and its regions.
- recognize unique places in regions of the United States.

### **ECONOMICS**

The Learner Will:

- understand the basic economic problem of scarcity (imbalance between unlimited wants and limited resources) and recognize how people have addressed the problem through decision making.

- understand that producers create and distribute goods and services and consumers make economic decisions and choices to establish economic independence.
- understand economic concepts (e.g., markets, goods and services, free enterprise, capitalism, supply and demand, scarcity, opportunity cost, money as a means of exchange, profits and taxes) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.
- recognize that economic systems are created to deal with the problem of scarcity.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- understand the basic purposes of government in Kentucky including the establishment and maintenance of order, the protection of rights of individuals, and the promotion of the common good.
- recognize the three levels of government.
- identify the branches of government at each level and recognize the offices associated with the branches.
- understand that individuals have rights and responsibilities that change when people assume different roles in different groups.
- recognize that, in a democratic society, individuals need to participate in government and civic affairs.

## **CULTURE AND SOCIETY**

The Learner Will:

- understand similarities and differences in the ways groups, religions, and cultures within Kentucky and regions of the United States address human needs and concerns.
- recognize the elements of culture using different groups from Kentucky's past and regions of the United States as examples.
- understand how social institutions in Kentucky's past and regions of the United States respond to human needs, structure society, and influence behavior.
- recognize how tensions and conflict can develop between and among individuals, groups, and institutions.
- analyze strategies and ways to develop self respect, nurture friendships, work cooperatively, and achieve conflict resolution.

## **REFERENCE SKILLS**

The Learner Will:

- use the glossary
- use the index
- use the internet for research

## **GRADE 5**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).
- develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation.
- recognize broad historical periods and eras of the history of the United States (i.e., Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic).
- trace change over time in the history of the United States, especially the struggle for freedom and independence, and identify reasons for change.
- examine the historical contributions of individuals and groups.
- recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States.
- recognize basic similarities and differences in the United States, Canada, and Mexico.

### **GEOGRAPHY**

The Learner Will:

- use a variety of tools and vocabulary to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (i.e., Canada, Mexico).
- recognize and develop maps of the United States including title, key, symbols, directions, grids, and scales.
- recognize unique places in the United States including boundaries, capitals, cities, land and water.
- examine how the history of the United States was influenced by its physical and social environment, based on shared assumptions, values, and beliefs.
- understand human settlement patterns in the United States and how they were related to the physical environment.
- understand how the people of the United States have wisely or unwisely used science, technology, and resources to modify the environment to meet their needs.

## **ECONOMICS**

The Learner Will:

- recognize the impact of economic factors (e.g., security, growth, supply and demand, competition for resources, and desire for profits) on decisions made by individuals, businesses, and governments in the United States
- examine basic components (e.g., taxes, goods and services provided by government) of the economic system of the United States and how they are strengthened by interdependent relationships.
- trace changes over time in the economic system of the United States, including changes in the goods and services produced and distributed by United States workers and the impact of specialization.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- recognize the basic purpose of democratic governments including the establishment of order, laws, security, cooperation, and the attainment of common goals.
- understand that the Constitution of the United States establishes a government in which powers are shared among different levels and branches and identify leaders of these levels and branches.
- understand that, in a democratic society, citizens have rights and responsibilities to contribute to the well being of society.
- explore the rights and responsibilities, wants, and needs of citizens in real-life situations (e.g. different points of view, fairness, equity, justice).

## **CULTURE AND SOCIETY**

The Learner Will:

- understand how culture in the United States has been influenced by languages, literature, arts, beliefs, knowledge, values, traditions, and skills, and behaviors of diverse groups.
- recognize social institutions and their impact in the history of the United States (e.g. school, churches, families).
- examine social interactions among diverse groups in the history of the United States.

## **REFERENCE SKILLS**

The Learner Will:

- utilize the internet
- use library resources

## Middle Level Social Studies

Effective social studies programs enable students to recognize the importance and value of community in its various forms—family, local, national, global. Such programs help prepare students to identify, understand, and work to solve the problems that face these increasingly diverse and complex communities. Catholic schools present social studies founded on Christian principles and offering responses guided by Christian beliefs.

Middle level social studies uses the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) in an integrated program which focuses on a different grade-level context each year. For example, grade six includes integrated study of world history from the earliest civilizations to 1800 through an integrated Social Studies perspective composed of historical perspective, economics, government and civics, and culture and society. Grade seven focuses on the study of American history from the American Revolution to Reconstruction. Grade eight covers the history of the United States from Reconstruction to the present day. Regardless of the grade-level context, students use the five categories of social studies to explore the content.

The required content is devised so that schools can arrange the content in a way that best meets their curricular needs. For example, the content can be provided in a chronological manner (e.g., United States history from early inhabitants through Reconstruction), or in a thematic way (e.g., world history through a cultural perspective), or another configuration the school may choose.

In addition to specifying the essential social studies content, the bulleted items provide connections to Kentucky's Program of Studies. These connections provide a comprehensive link between essential content and the skills and abilities so important to learning. Lists in parentheses (designated with an "e.g.") are suggestions for instruction and are not meant to be comprehensive.

## **GRADE 6**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- Develop a chronological understanding of early world history
- Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1800 A.D.
- Analyze the social, political, and economic changes in human societies in historical eras prior to 1800 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration)
- Examine the impact of significant individuals and groups on world history prior to 1800 A.D.
- Recognize cause-and-effect relationships and multiple causes of events in early world history.
- Recognize how religion has affected the development of civilizations

### **GEOGRAPHY**

The Learner Will:

- Recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.
- Examine how technology influences modifications of the physical environment
- Explore migration and settlement patterns in early world civilizations.
- Recognize and use maps: title, key, symbols, direction, grids, scales, longitude and latitude.

### **ECONOMICS**

The Learner Will:

- Understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1800 A.D.
- Recognize that all societies must address the questions of production, distribution, and consumption.
- Explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased.
- Examine relationships between personal and national economic activities.
- Recognize how values influence economic activity.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- Examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).
- Compare and analyze various forms of government in early civilizations prior to 1800 A.D.
- Investigate the development of human rights and responsibilities prior to 1800 A.D.

## **CULTURE AND SOCIETY**

The Learner Will:

- Investigate the emergence of social institutions and how they responded to human needs.
- Give examples of cooperation, conflict, and competition that resulted from the interaction of cultures
- Show how language, literature, the arts architecture, other artifacts, traditions, beliefs, values and behavior contribute to the development of major past civilizations.

## **GRADE 7**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.
- Develop a chronological understanding of the early history of the United States (Revolution to Reconstruction)
- Recognize cause-and-effect relationships and multiple causes of events in United States history.
- Examine the impact of significant individuals and groups in early United States history.
- Analyze the social, political, and economic characteristics of eras in American history to Reconstruction (War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).
- Recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.
- Examine the impact of technological advances on early United States history
- Understand the development of democratic thought in early America.

### **GEOGRAPHY**

The Learner Will:

- Examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.
- Explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.
- Examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).
- Investigate how Americans used technology, especially in early American history, to modify the environment.
- Recognize and use maps, titles, key, symbols, directions, grids, scales, longitude and latitude.

## **ECONOMICS**

The Learner Will:

- Analyze economic systems and economic institutions that developed in early United States history
- Recognize that government regulation impacts the economy in decisions about productive resources (e.g., natural, human, human-made).
- Understand how the desire to earn profits influenced the establishment and growth of economic institutions in early United States history..
- Explain and illustrate how different values and beliefs influence decision making on the use of limited resources.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- Understand how the American political system developed through examining colonial roots of representative democracy, reasons for creating an independent country, and purposes of government.
- Investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government.
- Understand how the U.S. Constitution has changed over time to adjust to different needs and situations.
- Examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.
- Understand the ways in which citizens can affect political change.

## **CULTURE AND SOCIETY**

The Learner Will:

- Examine how culture in the United States has been influenced by religion, language, literature, arts, beliefs, and behavior of people in America's past.
- Investigate how social institutions addressed human needs in early United States history.
- Analyze social interactions, including conflict and cooperation, among individuals and groups in United States History.
- Develop an awareness that various cultures and religions have contributed to our cultural heritage.

## **GRADE 8**

### **HISTORICAL PERSPECTIVE**

The Learner Will:

- Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.
- Develop a chronological understanding of later history of the United States (Reconstruction to Present)
- Recognize cause-and-effect relationships and multiple causes of events in United States history.
- Examine the impact of significant individuals and groups in later United States history.
- Analyze the social, political, and economic characteristics of eras in American history to the present ( e.g. Reconstruction, westward expansion, industrial revolution, World Wars I and II, Great Depression, Cold War, Civil Rights Movement, Vietnam, Watergate, Collapse of Communism)
- Recognize the significance of geographical settings and natural resources on historical perspectives and events in later United States history.
- Examine the impact of technological advances on later United States history
- Understand the development of democratic thought in later America.
- Identify famous Americans in later United States history.

### **GEOGRAPHY**

The Learner Will:

- Examine patterns of human movement, settlement, and interaction in later American history and investigate how these patterns influenced culture and society in the United States.
- Explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.
- Examine how later United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).
- Investigate how Americans used technology, especially in later American history, to modify the environment.
- Recognize and use maps, titles, key, symbols, directions, grids, scales, longitude and latitude.

## **ECONOMICS**

The Learner Will:

- Analyze economic systems and economic institutions that developed in later United States history
- Recognize that government regulation impacts the economy in decisions about productive resources (e.g., natural, human, human-made).
- Understand how the desire to earn profits influenced the establishment and growth of economic institutions in later United States history..
- Explain and illustrate how different values and beliefs influence decision making on the use of limited resources.
- Understand the role of consumers in the development of economic activity.
- Describe various institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations.

## **GOVERNMENT AND CIVICS**

The Learner Will:

- Investigate the procedures by which the United States government exercises political power.
- Understand how the U.S. Constitution has changed over time to adjust to different needs and situations.
- Examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.
- Understand the ways in which citizens can affect political change.
- Understand the ways in which changing moral values and societal norms have led to advances in civil rights.

## CULTURE AND SOCIETY

The Learner Will:

- Examine how culture in the United States continues to be influenced by religion, language, literature, arts, beliefs, and behavior of people.
- Investigate how social institutions addressed human needs in later United States history.
- Analyze social interactions, including conflict and cooperation, among individuals and groups in United States History.