



STUDIES (GRADES

K-12)



2014

Social Studies Curriculum Guide

Tim McGill, Superintendent
Matt Strange, Director of Curriculum and Professional Learning

Task Force

Missy Basnett (Chair)
Kevin Bowden
Scott Finch
David Freeman
Garett Freeman (Principal)
Sarah Hatcher
Cris Laytham
Joanna McCoskey
Joe Torgerson

May 2014

Morrison Academy
136-1 Shui-Nan Road
Taichung 406, Taiwan, R.O.C.

Table of Contents

Philosophy Statement	4
Vision for Our Social Studies Learners	5
Hallmarks	6
Engaged Instructional Time Requirements	8
Strands: Kindergarten through Fifth Grade	8
Strands: Sixth through Eighth Grade	8
Strands: World History, U.S. History, and Government	8
Scope and Sequence for Kindergarten through Fifth Grade	9
Scope and Sequence for Sixth through Eighth Grade	9
Scope and Sequence for Ninth through Twelfth Grades	10
Primary Resources for Instruction	11
Overview by Grade/Course	13
Kindergarten Benchmarks	18
Grade 1 Benchmarks	19
Grade 2 Benchmarks	20
Grade 3 Benchmarks	21
Grade 4 Benchmarks	22
Grade 5 Benchmarks	23
Grade 6 Benchmarks	25
Grade 7 Benchmarks	27
Grade 8 Benchmarks	29
World History Benchmarks	31
US History Benchmarks	33
US Government Benchmarks	35
Economics Benchmarks	36
Psychology Benchmarks	38
Sociology Benchmarks	39
Advanced Placement United States History	40
Appendix A: Biblical Principles for Social Studies	45

Philosophy Statement

Social studies instruction at Morrison unites two important elements:

- Acquiring a solid knowledge base of historical, geographical, civic, economic, and cultural concepts.
- Acquiring a social studies skill set to apply knowledge to situations using a global Christian perspective.

Morrison's social studies program seeks to develop students who can influence the kingdoms of mankind as critically-thinking citizens of the Kingdom of God. We provide developmentally appropriate instruction through a balance of inquiry learning and direct teaching. Though implementing a United States based curriculum, we recognize the importance of a global approach to social studies curricula to meet the needs of our diverse population.

Vision for Our Social Studies Learners

Moral and Ethical Citizen

1. Students respect persons of all races, cultures, faiths and worldviews.
2. Students foster awareness of and responsibility regarding global issues.
3. Students make ethical decisions and moral choices from a Christian perspective.

Spiritual Discerner

1. Students will observe God's intervention in human events.
2. Students will recognize a biblical worldview and evaluate past and present worldviews in light of that perspective.

Critical and Creative Thinker

1. Students will evaluate opposing views and changes in society in the light of biblical principles.
2. Students will analyze, interpret, evaluate, and synthesize Social Studies concepts in their thinking processes.
3. Students will understand how decisions made in history and the present impact society.
4. Students will explore creative solutions to present and future problems in light of the past.

Life-long Learner

1. Students will apply the methods of inquiry learning to social and historical issues.
2. Students are intellectually curious regarding society, government, history, geography, the arts, and economics.

Effective Communicator

1. Students will use speaking and writing skills effectively.
2. Students will contribute to groups constructively.

Wise and Responsible Steward

1. Students respect God's creation.
2. Students honor the family unit as fundamental to societal and spiritual strength.
3. Students appreciate a variety of representations of culture from around the world.

Hallmarks

Assessment

Assessment for Learning is primarily, but not exclusively, classroom-based. It is not Assessment of Learning (how much students have learned at a particular point in time) but Assessment for Learning (how we can use assessments to help students learn more). In its application, students must be active partners in: 1) recognizing exemplary work (e.g. work samples), 2) comparing their work to a standard (e.g. standards and rubrics), and 3) understanding how to close gaps between where they are and what the target is (e.g. self-evaluation, peer review). (Commodore, 2004) “To be effective, however, assessment for learning must be integrated into assessment of learning” (Clymer and William). The balance between formative and summative assessment allows for teachers to adjust their teaching to fit the needs of the students.

Biblical Worldview Integration

A Christian worldview evaluates knowledge in the light of Scriptural truth. The aim of integrating a Biblical worldview into social studies is for students “to develop a truly Biblical mind, so that [they] can see God more clearly, and thereby come to ... view the world from His perspective” (Furgason). We integrate so that our students can be witnesses for Christ in such a way that others will find their positions intellectually and/or logically coherent. Questions and discussions in class guide students through a pathway lined with integrated truths. The best integration is our teachers’ faith permeating everything they do (Sellers). Students will be given opportunities to exhibit their Biblical worldview.

BIBLICAL INTEGRATION IN MATHEMATICS: WHY AND HOW? James Sellers, Assistant Professor of Mathematics, Cedarville College

Losing Faith. Dr. Darrell Furgason. Retrieved on 12/17/13 from <http://resistancethinking.com/Faith/losing-faith>

Blended Instructional Approach

Students learn in a variety of ways, and effective learning depends on a variety of strategies at appropriate times. The goal is not just to know facts and concepts but also to be able to reason and apply knowledge intelligently. High-yield instructional strategies that research has shown to make a difference to student learning include: setting learning goals, introducing new content and vocabulary, using summarizing and note-taking, making comparisons and contrasts, using graphic organizers, kinesthetic and visual forms, generating and testing hypotheses, providing practice, using cooperative learning, and causing active engagement. Of these strategies, making comparisons and contrasts has the greatest effect.

“Classroom Instruction That Works- Research Based Strategies For Increasing Student Achievement” Marzano, Pickering, and Pollock (2013).

Connecting Prior Knowledge

A student's learning and comprehension of social studies content is directly related to and builds upon what a student already knows. Activating his/her prior knowledge is the proper entry point for a successful teaching and learning experience, enabling students to organize, connect, and value knowledge. When relevant prior knowledge (e.g. life experience, cultural background, etc.) is linked to new content and information a student's interest and curiosity is activated, therefore allowing the teacher to infuse instruction with a sense of purpose for the student.

Cultural Sensitivity

Cultural sensitivity recognizes those we serve. At Morrison Academy, this means that we acknowledge the background of our students. The vast majority of our students are Asian, Third Culture Kids, and/or highly mobile. The materials, strategies, and assessment practices we use address the unique features of our student population (Edlin, 1994).

Being culturally sensitive also means we recognize and introduce our students to the different people groups of the world. Since Morrison recognizes that God has created men and women in His image (Genesis 1:28), He loves them (John 3:16), and people from all cultures will believe in Him (Revelation 7:9) our curriculum will include topics/issues that help students to know about various people groups and what makes them different. Respect and understanding of different cultures is also taught throughout the Morrison experience with an emphasis on the great need that exists to let people know of God's incredible love for them (Matthew 9:37 and Matthew 28:19-20).

Higher Order Thinking Skills

Preparing students to be responsible and effective (moral and ethical) citizens is a major aim of our social studies curriculum. Embedded in this goal is the need to help students become more rational, critical, and discerning thinkers who are actively involved in their learning. Specific types of intellectual tasks include analyzing information, solving problems, researching topics, evaluating opposing views and historical change in the light of God's Word, and making wise decisions in their daily lives. Developing higher-order thinking skills enables Morrison students to effectively function as rational and critical thinkers who can dynamically impact their world as Christians.

Technology Integration

Technology (e.g. computer software, interactive whiteboards, videos/DVDs, Internet, etc.) **is not added to, but integrated with classroom instruction.** Technology can be used to extend learning in meaningful ways by accessing artifacts (pictures, maps, speeches) normally seen only in museums, enhancing content with current events, and gathering information from reputable websites in addition to creating

graphic organizers, expanding assessments (e.g. rubrics, Internet activities), and enriching teaching with multimedia presentations.

Engaged Instructional Time Requirements

(Refer to Procedure 295)

Strands: Kindergarten through Fifth Grade

- 1 History
- 2 Geography
- 3 Civics (Citizenship)
- 4 Economics
- 5 Culture

Strands: Sixth through Eighth Grade

- 1 History
- 2 Geography
- 3 Civics (Citizenship)
- 4 Economics
- 5 Culture
- 6 Skills

Strands: World History, U.S. History, and Government

- 1 History
- 2 Geography
- 3 Civics (Citizenship)
- 4 Economics
- 5 Culture
- 6 Skills

High School Electives Note: Because each course has a specific focus, benchmarks will be organized to reflect course content rather than the five strands listed above.

Scope and Sequence for Kindergarten through Fifth Grade

Grade Level	Big Ideas
<i>K</i>	<i>Myself and My School</i>
<i>1st</i>	<i>Families</i>
<i>2nd</i>	<i>People</i>
<i>3rd</i>	<i>Communities</i>
<i>4th</i>	<i>Regions</i> <i>(U.S. focus)</i>
<i>5th</i>	<i>U.S. History</i> <i>(Colonial-Reconstruction)</i>

Scope and Sequence for Sixth through Eighth Grade

Grade Level	Course		
<i>6th</i>	<i>World History</i>		
<i>7th</i>		<i>World Geography</i>	
<i>8th</i>			<i>U.S. History</i> <i>(beginnings to 1877)</i>

Scope and Sequence for Ninth through Twelfth Grades

Course	Grade Level			
	9 th	10 th	11 th	12 th
<i>World History</i> [^]				
<i>U.S. History</i> [^]				
<i>Government</i> [^]				
<i>AP U.S. History</i>				
<i>Economics</i>				
<i>Sociology</i>				
<i>Psychology</i>				
<i>Contemporary World Issues</i>				

[^]Required for graduation

3 credits of Social Studies (to include a unit each of World History, US History or substitute, & Government) are required for graduation.

Primary Resources for Instruction

Grades K-3

Harcourt Social Studies, ©2007

Evan Moor Beginning Geography, Grades K-2 Ebooks (linked in units)

Evan Moor The World Reference Maps & Forms Ebook (linked in units)

Grades 4-5

Pearson My World Social Studies, ©2013

4th Grade - 978-0-328-70064-6 SE with online resource (1 year)

978-0-328-63970-0 TE with online resource (1 year)

5th Grade - 978-0-328-70065-3 SE with online resource (1 year)

978-0-328-63965-6 TE with online resource (1 year)

The Student Atlas 978-0-328-69827-1

Grade 6

Holt Social Studies, World History – Full Survey ©2012

978-0-547-55762-5 SE with online resource (6 years)

978-0-547-48593-5 TE with online resource (6 years)

Grade 7

Holt Social Studies, World Geography, ©2012

978-0-547-55754-0 SE with online resource (6 years)

978-0-547-48584-3 TE with online resource (6 years)

Taiwan: Enchantment of the World, ©2014 (rotated among the 3 campuses)

978-0-531-22018-4

Grade 8

Holt Social Studies, United States History - Beginnings to 1877 ©2012

978-0-547-55780-9 SE with online resource (6 years)

978-0-547-48478-5 TE with online resource (6 years)

World History

McGraw Hill, World History & Geography, © 2013

978-0-078-93314-1 SE online resource (6 years)

978-0-076-64718-7 TE online resource (6 years)

978-0-076-64130-7 Chapter Test

U.S. History

McGraw Hill, United States History & Geography, © 2013

978-0-078-93568-8 SE online resource (6 years)

978-0-079-64680-7 TE online resource (6 years)

978-0-076-64132 Chapter Test

Government

Pearson, Magruder's American Government, ©2013

978-0-13-328106-4 SE

978-0-133-24083-2 TE with online resource

AP U.S. History

Cengage, A People and a Nation, ©2011

Sociology

Pearson, Down to Earth Sociology, © 2013
978-0-205-99164-8 SE with online resource

Psychology

Houghton Mifflin, Essentials of Psychology 4th Edition, ©2008

Economics

Glencoe -- Economics Principles and Practices, © 2012

Overview by Grade/Course

Elementary School

Kindergarten – Myself and My School

Kindergartners will learn about family celebrations and holidays celebrated by members of their classroom. Students will also learn and use vocabulary related to chronology and time. They will begin the exploration of maps and globes by constructing maps of the classroom and recognizing some basic land and water features. Kindergartners will be able to name some classroom and school rules. They will also be able to describe the work that people in the community might do.

Grade 1 – Families

First graders will learn about the differences between how people lived in the past and how they live today with a focus on families and daily life. Students will begin to explore maps by learning about continents and oceans, while also identifying basic landforms and reading a map key. They will identify rules and laws that are created to keep people safe. First graders will also begin to look at the concept of goods and services as well as producers and consumers.

Grade 2 – People

Grade 2 students will learn about the daily lives of native peoples around the world and discuss some of the cultural contributions various native peoples have made to the world. Students will continue to learn more about the world in which they live by exploring world maps, identifying landforms, and constructing simple maps of their own. Second graders will also step into the world of economics by identifying natural resources, recognizing the effects of supply and demand of the marketplace, and understanding the steps in the production of goods.

Grade 3 - Communities

Grade 3 students will learn about the different ways people live, work, and grow together in communities around the world. They will learn about special people that have contributed to communities in the past and present, with a focus on inventions in transportation and communication. They will also begin to learn the basic principles that form a republican government. Geography skills include an introduction to the concept of latitude and longitude and also how countries are divided into regions, etc. Basic economic principles will also be introduced.

Grade 4 –Regions of the United States (China)

In grade 4, student will study the geography and people of the United States. Students will learn geography by examining the physical and social geography of the five major regions of the United States (Northeast, Southeast, Midwest, Southwest, West). They will learn fundamental economic principles to understand the economy of each region. In the civics strand, students study the structure and function of the United States government.

Students will also look at the cultural distinctions and contributions of each region. They will also study China and explore the connections between China and the United States. Students will examine similarities and differences between the countries in climate, physical geography, resources, goods and services, culture and religion.

Grade 5 – U.S. History: Colonial to Civil War

Students in grade 5 will get their first concentrated study of the formative years of U.S. history. They will explore the early history of the United States and understand the ideas and events that shaped the nation. In this course, students examine the history of the United States from the earliest settlements of Colonial America through the Civil War. They also study the growth of democratic ideas and institutions that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. Students will continue to learn fundamental concepts common to all nations in civics, culture, economics, and geography as they study the history of the United States.

Middle School

Grade 6 – World History: Creation through 1500's.

Sixth Grade students at Morrison Academy expand their understanding of God's story by studying peoples, events and geography beginning with the study of Creation continuing through the 1500's. Major Western and non-Western ancient and classical civilizations are explored starting in the cradle of civilization, passing through medieval Europe, and closing with the Renaissance and Reformation.

Grade 7 - World Geography

Knowing that God created the Heavens and the Earth, as well as man and woman in His image, students will study the countries and cultures of the world to better understand God's creation and how people live all over our planet. Special emphasis will be placed on our home/host country of Taiwan with various "culture trips" being made to provide a more "hands-on" and personal educational experience.

Grade 8 – U.S. History: Beginnings to 1877

Grade 8 students will study American history from European Exploration to 1877. The course emphasizes key individuals, events, and changes prominent during this period. In effect, then, it covers the nation's origin, spread across the continent, trial and transformation in civil war, and emergence as a modern world power. In addition to academic content, students will develop the abilities to understand and distinguish cause and effect, identify and interpret primary and secondary source documents, and make connections between the past and the present.

High School

Grade 9 – World History: 1500's to Modern Day

Beginning the course with a review of world history up to the 16th century, grade 9 students pick up in their studies of world history where the 6th grade curriculum left off. After their introductory unit, the course continues with the European Renaissance and ends with a unit on the modern world. Major skills developed in the course include determining cause and effect, recognizing bias in primary sources and historical narratives, determining the effects of past events on the present, and developing an historical argument supported by research.

Grade 11 – U.S. History: 1877 to Modern Day

Grade 11 US History students will cover key events, leading figures, issues, guiding principles, achievements and failures, beliefs, and lifestyles of the United States from 1877 to the present. [The earlier eras of American history were emphasized at the fifth and eighth grade level.] Heavy emphasis is placed on the twentieth century, with the largest single portion of time given to events after World War II. In addition to academic content, students will develop the abilities to understand and distinguish cause and effect, identify and interpret primary and secondary source documents, and make connections between the past and the present. Students will also wrestle with pertinent issues in US history and culture such as the motives of the Founding Fathers, the role of government in a federalist and capitalist economic system, the scope of civil liberties, and the role of the United States in the world. The application of Christian principles to the study of history will be an integral part of this course.

Grade 11 – AP US History

This course is designed to prepare students for the AP exam administered by the College Board. As such, it is academically rigorous and requires more work outside of class than 11th Grade American History. An emphasis is placed on nine historical thinking skills, mastering a significant body of factual information, and writing critical essays. Topics of study are divided into nine historical periods from pre-Columbian contact in the Americas to the beginning of the twenty-first century. Inter-woven into these historical periods are seven recurring themes that help focus learning on the broad trends and processes that have emerged over the years throughout American History.

Grade 12 – Government

Grade 12 students will focus on the philosophical, legal and historic foundations and major institutions of government with special focus on the American state. Students are acquainted with the function of democracy in the Republic by an in-depth study of the three branches of US government, political activity, political parties, and political events. A project in current Asian Studies or about a student's country of citizenship and special training in crucial aspects of personal finance is also an important element in this course. (Prerequisite: U.S. History, senior class status)

High School Elective – Psychology

This course studies the mental and behavioral aspects of individuals. Topics include personality, abnormal behavior, memory, intelligence, motivation, and others. The course is designed to be practical and applicable through activities and experiments. Students will find this course academically challenging. (Students should have at least junior class status).

High School Elective – Sociology

This course studies the roles of the individual in society, as well as the development and functions of society, social (group) relationships, and social institutions. Emphasis will be on the application of sociological principles to modern social issues (prejudice, urban problems, changing role of families, changes in modern moral values, crime, etc.). Students will find this course academically challenging. (Students have at least junior class status).

High School Elective – Economics

This course explores the theoretical and the practical aspects of economics. Vital economic concepts (wants, needs, and resources) will be looked at in light of the daily choices people make in the business environment. Specific units include various economic systems in the world, how market structures work, the effects of money and banking in an economy, how supply and demand can affect an economy, understanding economic performance, and how international trade works. An online stock market game will be used to give students a practical experience of seeing economic principles in action.

High School Elective – Contemporary World Affairs

This one-semester elective course is structured to give the student an understanding of contemporary world issues. The course emphasizes research done by the student, speaking in front of and with peers, and communicating knowledge through writing. The topics discussed are fluid in nature, meaning the topics and the amount of coverage on the topics will fluctuate depending on what is current in the media.

Kindergarten Benchmarks

Myself and My School

1 History

- a. I can identify some of the holidays that are celebrated by students in our classroom.
- b. I can correctly use words and phrases related to chronology and time.

2 Geography

- a. I can create a map of a room to show that a map is a drawing of a place.
- b. I can differentiate land and water features on simple maps and globes.
- c. I can distinguish between a globe and a flat map of the world and locate places relevant to students in our classroom (e.g. Taiwan, United States, China, and oceans).

3 Civics (Citizenship)

- a. I can name some of the rules in our classroom and school and show why it is important to follow those rules.
- b. I can identify important symbols in my community. (e.g. flags, school colors, school mascot)

4 Economics

- a. I can describe the work that people in my community do (e.g. police officer, firefighter, soldier, mail carrier, baker, farmer, doctor, and teacher).
- b. I can explain that people earn money (through physical or mental work) for wages or salaries.
- c. I can identify the difference between a want and a need.

5 Culture

- a. I can tell how people around the world are alike and different in the way they look.

6

Grade 1 Benchmarks

Families

1 History

- a. I can describe how present life is different from the past and how it has changed over time by comparing the daily lives of people in the past to people now. (Examples: food, clothing, homes, transportation, communication, recreation)
- b. I can read a basic timeline.

2 Geography

- a. I can distinguish differences between a city, country, and continent, and I can locate on a map or globe the city, country, and continent where I live.
- b. I can locate on a map all the continents and major oceans.
- c. I can identify basic landforms (e.g. mountains, valleys, deserts, lakes, rivers)
- d. I can read a map with map key.

3 Civics (Citizenship)

- a. I can name positive character traits that describe a responsible citizen (fairness, respect for others and the environment, courage, equality, tolerance, perseverance and commitment).
- b. I can list rules and laws in the community outside of school that guide people to live safely and to be responsible citizens.

4 Economics

- a. I can identify goods that people make and services that people provide for each other.
- b. I can describe what producers and consumers are and how people can be both of these.
- c. I can describe the concept of scarcity in relation to the way it forces individuals and families to make choices about which goods and services they can obtain.

5 Culture

- a. I can tell how people around the world are alike and different in the way they live their daily lives.

Grade 2 Benchmarks

People

1 History

- a. I can compare and contrast the traditional way of life (food, clothing, shelter, traditions) of native peoples (e.g. Native Taiwanese, Australian Aboriginals, African tribes, Native Americans).
- b. I can create a basic timeline.

2 Geography

- a. I can use a map to show the where Native people groups live.
- b. I can label the seven continents, the major oceans, the equator, the prime meridian, and the hemispheres on a world map.
- c. I can identify landforms (e.g. island, peninsula, inlet, plateau, canyon)
- d. I can demonstrate map skills by constructing simple maps, using a title, map legend/key, and compass rose.

3 Civics (Citizenship)

- a. I can identify the rights and responsibilities of being a citizen.
- b. I can help create rules and take part in a voting process.

4 Economics

- a. I can identify various natural resources (both renewable and nonrenewable) and describe ways to preserve them.
- b. I can describe how both bartering and money can be used to gain goods and services.
- c. I can recognize the effects of supply and demand on the price of goods and services.
- d. I can identify the steps in the production of goods.

5 Culture

- a. I can recognize the cultural contributions of native peoples from around the world.

6

Grade 3 Benchmarks

Communities

1 History

- a. I can identify contributions that historical figures from around the world have made to their communities.
- b. I can identify and explain how inventions have changed communication, transportation, and daily life.
- c. I can create and interpret a timeline.

2 Geography

- a. I recognize various landforms on a topographical map.
- b. I can locate specific places on a simple letter-number grid system as an introduction to latitude and longitude.
- c. I can demonstrate understanding that countries are divided into regions, provinces, states, and/or counties.

3 Civics (Citizenship)

- a. I can identify the basic principles that form a republican form of government including how leaders are chosen and decisions are made.
- b. I can identify the three levels of government and the three branches of the United States national government.

4 Economics

- a. I can explain how producers use natural resources (e.g. water, soil, wood, and coal), human resources, and capital resources (e.g. machines, tools, and buildings) to produce goods and services for consumers.
- b. I can describe basic economic principles (e.g. barter, profit, free market, supply/demand, scarcity, imports/exports, interdependence, specialization).

5 Culture

- a. I recognize that communities around the world can be made up of people of diverse ethnic origins, customs, and traditions.

Grade 4 Benchmarks

United States Regions

1 History

- a. I can describe the basic history of each region of the U.S. (Northeast, Southeast, Midwest, Southwest, West)
- b. I can identify major national symbols and historic sites and describe their function and significance. (eg., The American flag, liberty bell, statue of liberty, bald eagle)
- c. I can interpret information presented on a timeline and can create a timeline to display key events in the order they occurred.

2 Geography

- a. I can use map and globe skills to determine absolute locations (latitude and longitude) of places studied.
- b. I can locate the major regions of the United States (Northeast, Southeast, Midwest, Southwest, West) and identify the states and major cities in each region of the United States.
- c. I can compare and contrast the climate, major physical features, and major natural resources of the United States and China.

3 Civics (Citizenship)

- a. I can explain what the U.S. Constitution and Bill of Rights are and why they are important.
- b. I can understand the functions, powers, services, and structures of the federal, state, and local governments as described in the U.S. Constitution.
- c. I can identify basic rights and responsibilities of citizens.

4 Economics

- a. I can describe economic principles (e.g. trade off, opportunity cost, specialization, import/export, supply and demand, and profit) and how they have affected the economy of U.S. regions.
- b. I can compare and contrast the economies of each region of the U.S.
- c. I can identify and compare the goods and services produced in the U.S. and China.

5 Culture

- a. I can describe the diversity of the American people by identifying some of the distinctive ethnic and immigrant groups and their contributions to American culture in each region of the U.S.
- b. I can identify the major religions of the U.S. and China.

Grade 5 Benchmarks

United States History

1 History

Colonial America

- a. I can identify the economic, political, and religious factors that led to the colonization of America.
- b. I can identify the major individuals and groups responsible for the establishment of the various colonies and the reasons for their founding (e.g., Sir Walter Raleigh, Roanoke Island; The Virginia Company, Jamestown; William Bradford, Plymouth; John Winthrop, Massachusetts; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; James Oglethorpe, Georgia).
- c. I can compare and contrast life in the New England, Middle, and Southern colonies as experienced by various people (e.g. large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans).

American Revolution

- d. I can describe the events that brought about the American Revolution (e.g., the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Tea Party, and the Coercive Acts).
- e. I can explain the significance of the Declaration of Independence, the political ideas it embodies, and its role in cutting ties with England.
- f. I can identify the major battles, campaigns, events, and turning points of the Revolutionary War leading to American victory and describe the roles of key individuals, groups, and other nations (e.g., George Washington, Benjamin Franklin, Thomas Jefferson, Abigail Adams, Martha Washington, Molly Pitcher, and the French).

A New Nation

- g. I can identify the reasons for the Constitutional Convention (weaknesses of the government established by the Articles of Confederation) and describe major issues including the Great Compromise and slavery.
- h. I can describe the causes of the War of 1812 and its contribution to American nationalism.
- i. I can explain the significance of westward expansion, technology, and reform in America between 1801 and 1861 (Louisiana Purchase, the Lewis and Clark expedition and the acquisitions of Texas, Oregon and California, the cotton gin, the reaper, the steamboat, the steam locomotive and the telegraph, and the abolitionist and suffrage movements).

Civil War

- j. I can explain the constitutional, cultural, and economic issues (e.g., states' rights, slavery, and diverging economic interests) that divided the nation and the consequences of the Civil War.
- k. I can identify the major battles, campaigns, events, and turning points of the Civil War and describe the roles of key figures (e.g., Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson).

2 Geography

- a. I can identify the first 13 colonies on a map of North America and describe how regional differences in climate and physical geography influenced their economies and societies.
- b. I can identify major landforms on a map of North America and explain how physical geography influenced major battles and territorial expansion.

3 Civics (Citizenship)

- a. I can identify the basic principles of the new government established by the Constitution of the United States.
- b. I can identify the three branches of the United States government outlined in the Constitution, describe their functions, and explain the system of checks and balances.
- c. I can explain the reasons for the addition of the Bill of Rights and identify some of the rights it guarantees.

4 Economics

- a. I can use economic concepts to explain historical events. (e.g. trade, opportunity cost, supply and demand, free market, interdependence, and imports and exports)
- b. I can compare and contrast the economies of the New England, Middle and Southern colonies.

5 Culture

- a. I can describe the religion foundation of the earliest colonies, principles of Colonial government, and expansion of the United States.
- b. I can give examples of the diverse groups who immigrated to and lived in North America and identify their contributions to American culture.

Grade 6 Benchmarks

World History

1 History

I can demonstrate an understanding of major events, figures and trends from:

- a. Creation through the beginnings of nations (3000BC).
- b. Mesopotamia and Egypt (3000-500BC).
- c. the Ancient Hebrews (2200BC-70AD).
- d. Ancient Greece (2000-30BC).
- e. Rome (753-27BC).
- f. the Roman Empire (50BC-AD 1453).
- g. Islam and Middle ages (550-1600AD).
- h. Medieval Europe (400-1500AD).
- i. the Renaissance (1270-1650).
- j. the Reformation (AD 1500's).

2 Geography

- a. I can recall geographic historical information in relation to the historical eras.
- b. I can interpret maps to understand historical phenomena (e.g. - human movement, natural resources, trade, and political change).

3 Civics

- a. I can recall political historical information in relation to the historical eras.
- b. I can identify major characteristics of a variety of ancient political systems and how and why some of these systems changed over time.

4 Economics

- a. I can recall relevant economic historical information in relation to the eras.
- b. I can explain ways in which the natural resources of a region have contributed to economic and cultural change in particular civilizations/cultures.
- c. I can understand and analyze economic structures of early civilizations and contrast current systems for organizing production, labor, and trade.

5 Culture

- a. I can recall and explain major cultural developments in history.
- b. I can describe connections and conflicts between early cultures.
- c. I can show how all cultures in history have sinned and fallen short of the glory of God.
- d. I can demonstrate that beliefs and practices both cause and are affected by major historical events and trends.

6 Skills

- a. I can create visuals that explain major concepts, events, and significant lives in world history.
- b. I can create and interpret timelines to make connections between events.
- c. I can discuss and explain how major events are related to one another making use of the concept of cause and effect.
- d. I can identify purpose and worldview in historical sources and interpretations and evaluate the credibility and usefulness of those sources.

7

Grade 7 Benchmarks

World Geography

1 History

I can describe how physical geography changed societies and affected historical events in each region of study (the units):

- a. China
- b. Taiwan
- c. East Asia and The Pacific
- d. South Asia
- e. Africa
- f. Russia and Central Asia
- g. Central and South America

2 Geography

- a. I can recall relevant locational and other geographic information throughout each region of study.
- b. I can compare and contrast multiple maps or tables to find and describe meaningful relationships between geographic data.
- c. I can use maps and other geographic representations: tools and technologies to acquire, process, and report information from a spatial perspective.
- d. I can collect geographic information from reliable sources and understand and interpret geographic terms and data.
- e. I can construct a map or other geographic representation and use it persuasively to express a point of view.

3 Civics

- a. I can recall relevant political geographic information from each region of study.
- b. I can use geography to explain differences in various governments' treatment of individual liberty, individual responsibility, and neighboring countries.
- c. I can describe how human behaviors have an impact on the physical characteristics of places.

4 Economics

- a. I can identify valuable resources around the globe by landform and political boundary.
- b. I can use geography to explain differences in prosperity and health around the world.
- c. I can recall relevant economic geographic information from each region of study.

5 Culture

- a. I can recall relevant cultural geographic information from each region of study.
- b. I can identify major cultural groups and critique stereotypes about societies.
- c. I can use geography to explain differences between cultures.

6 Skills

- a. I can create visuals that explain major concepts, events, and significant lives in World history.
- b. I can determine the credibility of a variety of historical sources (e.g; fact vs. opinion, accuracy, authenticity).

Grade 8 Benchmarks

United States History: Beginnings to 1877

1 History

- a. I can demonstrate understanding of pre-Columbian cultures in North and South America and the effects of European exploration and settlements on those native peoples.
- b. I can demonstrate understanding of the basic workings and organization of American colonies.
- c. I can demonstrate understanding of the causes, events, results, and key individuals of the American Revolution.
- d. I can demonstrate historical understanding of the Constitution's creation and ratification.
- e. I can demonstrate understanding of the major social and political challenges faced by the new United States.
- f. I can demonstrate understanding of westward expansion in America from 1801 to 1861.
- g. I can demonstrate an historical understanding of the Industrial Revolution and its impact on America.
- h. I can trace the origins and development of slavery in America.
- i. I can demonstrate understanding of the causes, major events, key individuals, and effects of the American Civil War.
- j. I can demonstrate understanding of Reconstruction after the Civil War and its effects on American society.

2 Geography

- a. I can use and interpret maps and globes to demonstrate human migration, major demographic changes, and troop movements.
- b. I can identify American colonies and states on a map.
- c. I can identify major geographical features in the United States.
- d. I can explain how geographical features and natural resources have had an impact on a variety of historical events in U.S. history.

3 Civics

- a. I can identify, interpret, and explain the significance of key passages and concepts in the Declaration of Independence and the U.S. Constitution.
- b. I can understand and explain the processes of political compromise and major political compromises in American history.
- c. I can identify and articulate motives for the American Revolution, Southern secession, and for revolution in general.
- d. I can demonstrate how to productively participate in the political process locally, nationally, and internationally.

4 Economics

- a. I can identify and explain the advantages and disadvantages of a plantation economy.
- b. I can define and explain capitalism and its impact on American history.

5 Culture

- a. I can trace and analyze the development of the American education system.
- b. I can identify and analyze art from various American artistic periods.
- c. I can trace and analyze the spiritual heritage of American citizens.
- d. I can explain the impact of technology on the quality of American life.

6 Skills

- a. I can create and use visuals to explain major concepts, events, and significant lives in American history.
- b. I can create and analyze timelines to make connections between events.
- c. I can create an historical narrative, making use of the concept of cause and effect.
- d. I can recognize perspective and bias in historical narratives.
- e. I can evaluate and interpret a variety of primary sources.
- f. I can use research to explain an historical event and/or to prove an historical argument.
- g. I can use technology to effectively communicate about the past and present.

World History Benchmarks

1500's to Modern Days

1 History

- a. I can clearly define the concept of history, can explain major components of the task of the historian, and can give a rationale for why humans should study history.
- b. I can demonstrate a basic understanding of major civilizations, systems, and cultures prior to the 15th century.
- c. I can demonstrate understanding of historical individuals, trends, and events related to: the European Renaissance, Protestant Reformation, and Age of Exploration; pre-Columbian American civilizations and the effect of European exploration on the Americas; Muslim expansion and culture under the Ottoman Turks; and the growth and perpetuation of Asian empires up to the 19th century.
- d. I can demonstrate a historical understanding of European absolutism, the Enlightenment, and the American and French Revolutions.
- e. I can demonstrate an historical understanding of European nationalization, industrialization, urbanization, and their impact on the world.
- f. I can demonstrate understanding of historical individuals, trends, and events during WWI, the interwar period, and WWII.
- g. I can demonstrate an understanding of major historical individuals, trends, and events after WWII and up to the present day, including the Cold War, post-war independence movements, and contemporary global issues.

2 Geography

- a. I can interpret maps to understand historical phenomena including but not limited to human movement, natural resources, trade, and political change.
- b. I can create or use a map to demonstrate an historical argument or understanding.
- c. I can explain the effects of geographical features on particular historical events or trends.

3 Government

- a. I can create a narrative of the development of democratic government.
- b. I understand characteristics of and rationale for major political systems including but not limited to monarchy, democracy, republicanism, feudalism, communism, socialism, and fascism.
- c. I can develop a meaningful proposal regarding solutions to a current international political issue.

4 Economics

- a. I understand the basic tenets of major economic ideas including but not limited to mercantilism, capitalism, socialism, and communism.
- b. I can explain the “invisible hand” through a basic understanding of the laws of supply and demand.
- c. I can demonstrate the role of natural resources in the development, structure, and success of a nation’s economy.

5 Culture

- a. I can recognize and explain major cultural developments in world history.
- b. I can demonstrate that cultural trends both cause and are caused by major historical trends.

6 Skills

- a. I can communicate a complex historical narrative by showing connections between content and by making use of the concepts of cause and effect, time, continuity, and perspective.
- b. I can identify purpose, bias, worldview, and prejudice in historical sources and interpretations.
- c. I can compare and contrast events and trends, determining the historical causes for similarities and differences.
- d. I can use historical knowledge to evaluate the merits of individuals, periods, or cultures and their effects on the past and present.
- e. I can create and defend, with appropriate and well-researched evidence, an arguable thesis position on a historical topic.
- f. I can effectively evaluate the credibility and usefulness of a source.

US History Benchmarks

Civil War –20th Century

1 History

- a. I can identify and explain the causes, major events, and results of the American Revolution and why colonists were able to succeed in their efforts against Britain.
- b. I can identify and examine the challenges facing the newly created American nation in the first 50 years of its existence and predict the long-term effects of decisions made in this era.
- c. I can identify the causes, major events, and effects of the Civil War and evaluate the effectiveness of the war in bringing about equality for blacks.
- d. I can identify and assess the benefits and drawbacks of industrialization in the United States in the latter 19th century and early 20th century.
- e. I can explain and evaluate late 19th and 20th century reform movements.
- f. I can account for the development of the United States as a world power in the first half of the twentieth century.
- g. I can describe and identify the reasons for the rapid social change and cultural turmoil of the 1920s and 1930s.
- h. I can analyze the U.S. participation in the World Wars.
- i. I can analyze the major developments, controversies, and consequences of the Cold War.
- j. I can analyze the origins, major developments, and challenges of the civil rights movement and assess its achievements.
- k. I can describe and appraise the causes and consequences of social unrest, protest, and change in the 1960s and 1970s.
- l. I can describe and evaluate the changing role of the US in domestic policy and in international affairs from the end of the Vietnam era to the present day.

2 Geography

- a. I can use topographical and climate maps to gain understanding of how man and environment interact.
- b. I can use world maps and globes to demonstrate and analyze how American expansionism has affected other nations.
- c. I can justify the necessity of maintaining a balance between economic development and wise use of natural resources.
- d.

3 Civics

- a. I can demonstrate how the American Constitution was shaped by other Enlightenment political writings.
- b. I can evaluate the rise of the federal government's power in various eras of US history.
- c. I can trace and evaluate the development and restriction of the civil liberties of various groups and individuals in the United States.

4 Economics

- a. I can analyze the rise of capitalism and trace and evaluate the involvement of the US government that either protected, nurtured, or harmed the capitalist system.

5 Culture

- a. I can explain how the arts and religion either reflect or have influenced the various eras of US history and 20thcentury reform movements.

6 Skills

- a. I can understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- b. I can construct various time lines of key events, people, and periods of historical eras.
- c. I can recognize and evaluate the influence of historical perspective and bias on interpretations of historical events.
- d. I can identify and interpret primary and secondary resource documents to increase understanding of events.
- e. I can effectively evaluate the credibility and usefulness of a source.
- f.

US Government Benchmarks

1 History

- a. I can demonstrate a thorough understanding of how the US Constitution addresses the concerns of the Framers and builds on historical documents and philosophies.
- b. I can describe and understand landmark Supreme Court rulings including their modern impact.

2 Geography

- a. I can demonstrate an understanding of the importance of geography and population distribution in the US election system.

3 Civics

- a. I can describe the ideas and theories behind the formation of government.
- b. I can show how the concept of federalism is present in each branch of US Government and within the Constitution.
- c. I can identify my key rights and responsibilities as a citizen and evaluate the consequences of my level of participation in a democratic civil society.
- d. I can demonstrate a thorough understanding of the system of checks and balances displayed in the US government structure.
- e. I can demonstrate a deep level of understanding of the inner workings of the legislative branch.
- f. I can demonstrate a deep level of understanding of the executive branch, specifically the roles and powers of the President.
- g. I can demonstrate a deep level of understanding of the judicial branch – with the strong emphasis on the SCOTUS and appellate system.
- h. I can explain different systems of government (Parliamentary, Semi-Parliamentary, Semi-Presidential) used outside of the USA.
- i. I can explain the structure of the UN and analyze its role in global situations.

4 Economics

- a. I can analyze the role of fiscal and monetary policy in a mixed economy.
- b. I can compare and contrast a free market, command, and mixed market economy.
- c. I can explain how to use a budget and demonstrate knowledge of personal finance.

5 Culture

- a. I can analyze a current social studies issue from my passport country (if non-US citizen) or a Pacific-rim nation and defend my findings to my peers. (Senior Project)

6 Skills

- a. I can critically interpret and create political cartoons.

- b. I can recognize bias in political debate/discussion.
- c. I can clearly communicate a political belief based on accurate facts.

Economics Benchmarks

1 Economic Systems

- a. I can explain the fundamental economic problem of scarcity in relation to value.
- b. I can illustrate the circular flow of economic activity.
- c. I can compare and contrast the characteristics, advantages and disadvantages of the traditional, command, and market economies.
- d. I can describe and evaluate the trade-offs among economic and social goals when evaluating economic performance.

2 Supply, Demand and Market Structure

- a. I can compare and contrast the law of demand with the law of supply
- b. I am able to demonstrate understanding of the supply and demand curves.
- c. I can describe the difference between elastic, inelastic and unit elastic supply and demand.
- d. I can analyze the argument of why a free-enterprise system has a need for limited government intervention in regards to allowing growth in the private sector.
- e. I can compare and contrast the characteristics of various market structures (i.e. perfect competition, monopolies and oligopolies).

3 Money and Banking

- a. I can calculate money generated by using the concept of fractional reserves.
- b. I can compare and contrast the tools used by the Fed to conduct monetary policy.
- c. I can explain how monetary policy affects interest rates in the short and long run.
- d. I can describe the three main functions of money.
- e. I can explain how money can grow with the use of financial intermediaries.
- f. I can list four main considerations to investing and explain which one would be important at a given age.

4 Economic Performance

- a. I can classify items as consumer goods and services, government purchases of goods and services, or investment goods in order to calculate GDP.
- b. I understand the difference between real and current GDP.
- c. I can describe the economic importance of demographic factors affecting future population growth.
- d. I can identify economic indicators important to growth, price stability and unemployment.

5 International Trade

- a.** I can describe why international trade is important to a global economy.
- b.** I can discuss why total world output increases when countries specialize to engage in trade.
- c.** I can explain how international trade can be restricted to protect special interests.
- d.** I can explain why countries implement the three main barriers to international trade.
- e.** I can analyze the concepts of absolute and comparative advantage.
- f.** I can explain how foreign currency is used in trade.
- g.** I can list the four main types of renewable resources and why it is important to conserve the earth's resources from a biblical perspective.

6

Psychology Benchmarks

1 Cognitive Domain

- a. I can demonstrate an understanding of consciousness specifically relating it to an analysis of sleep, dreams, and hypnosis.
- b. I can explain classical, operant and observational learning by applying to real life situations.
- c. I can explain the different systems and types of memories as well as differentiate between the different theories of forgetting.
- d. I can demonstrate understanding of the different components of cognition (thought, reasoning, decision-making, problem-solving, language) and analyze the nature of intelligence and intelligence assessments.

2 Developmental Domain

- a. I can demonstrate an understanding of the complex nature of personality by defining it and its development using Freudian/Neo-Freudian, Humanist, and Trait Theorist approaches.
- b. I can identify sources of stress and explain the body's reaction to, as well as cognitive strategies which help cope with, stress.

3 Biopsychological Domain

- a. I can differentiate between sensation and perception by explaining the key processes and common errors that occur in each.
- b. I can identify sources of stress and explain the body's reaction to as well as cognitive strategies which help cope with stress.

4 Variations in Groups and Individuals Domain

- a. I can compare and assess the main theories of motivation (Drive, Expectancy, Optimal Arousal) and emotion (Cannon-Bard, James-Lange, Schachter-Singer).
- b. I can identify the symptoms of significant psychological disorders and properly diagnose the disorder.
- c. I can explain different forms of therapy and predict which disorder is best treated by each therapy.

Sociology Benchmarks

1 Culture

- a. I can analyze culture by identifying its major components, recognizing the perspectives of cultural relativism and ethnocentrism, and critique the role of language and technology on its development.

2 Socialization

- a. I can demonstrate a thorough understanding of the life process by which an individual acquires a concept of self.

3 Social Status

- a. I can understand how social class is determined and analyze the impact it has on an individual within society.
- b. I can critically analyze the individual and structural explanations of poverty.

4 Social Groups

- a. I can compare/contrast principles of group dynamics based on size and leadership.

5 Social Institutions

- a. I can use the details and themes from family life to illustrate the differing sociological perspectives of a functionalist, conflict theorist, and symbolic interactionist.
- b. I can analyze major aspects of social structure based on the three dominant sociological perspectives (Conflict theorist, Symbolic Interactionist, Functionalist).

6 Social Problems

- a. I can understand the different sociological perspectives on the causes of, reactions to, and function of deviance.
- b. I can critically analyze the source and patterns of inequalities experience because of racial and gender differences.

7 Individual and Community

- a. I can evaluate forms of urban growth and population patterns.
- b. I can predict crowd behavior as described by different sociologists and explain major types of social movements.

8 Research Methods

- a. I can analyze sociological research by critiquing sociological studies.

Advanced Placement United States History - Revised 2019

1. History Reasoning Skills

a. Analyzing Historical Evidence

i. Primary Sources

1. Describe historically relevant information and/or arguments within a source
2. Explain how a source provides information about the broader historical setting within which it was created
3. Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning
4. Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience
5. Evaluate a source's credibility and/or limitations

ii. Secondary Sources

1. Describe the claim or argument of a secondary source, as well as the evidence used
2. Describe a pattern or trend in quantitative data in non-text-based sources
3. Explain how a historian's claim or argument is supported with evidence
4. Explain how a historian's context influences the claim or argument
5. Analyze patterns and trends in quantitative data in non-text-based sources
6. Evaluate the effectiveness of a historical claim or argument

b. Argument Development

- i. Make a historically defensible claim in the form of an evaluative thesis
- ii. Support an argument using specific and relevant evidence
- iii. Use historical reasoning to explain relationships among pieces of historical evidence
- iv. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument

c. Contextualization

- i. Describe an accurate historical context for a specific historical development or process

- ii. Explain how a relevant context influenced a specific historical development or process
 - iii. Use context to explain the relative historical development or process
- d. Comparison
 - i. Describe similarities and/or differences between different historical developments or processes
 - ii. Explain relevant similarities and/or differences between specific historical developments and processes
 - iii. Explain the relative historical significance or similarities and/or differences between different historical developments or processes
- e. Causation
 - i. Describe causes or effects of a specific historical development or process
 - ii. Explain the relationship between causes and effects of a specific historical development or process
 - iii. Explain the difference between primary and secondary causes and between short- and long-term effects
 - iv. Explain the relative historical significance of different causes and/or effects
- f. Continuity and Change over Time
 - i. Describe patterns of continuity and/or change over time
 - ii. Explain patterns of continuity and/or change over time
 - iii. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

2. Themes

- a. American and National Identity (NAT) - This theme focuses on how and why definitions of American and national identity and values have developed, as well as related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- b. Politics and Power (POL) - This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
- c. Work, Exchange, and Technology (WXT) - This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
- d. Culture and Society (CUL) - This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in

shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

- e. Migration and Settlement (MIG) - This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
- f. Geography and the Environment (GEO) - This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
- g. America in the World (WOR) - This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

3. Historical Periods

a. Period 1 (1491-1607)

- i. As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- ii. Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

b. Period 2 (1607 - 1754)

- i. Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.
- ii. The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

c. Period 3 (1754 - 1800)

- i. British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- ii. The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

- iii. Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.
- d. Period 4 (1800 - 1848)
 - i. The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
 - ii. Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
 - iii. The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.
- e. Period 5 (1844 - 1877)
 - i. The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
 - ii. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
 - iii. The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.
- f. Period 6 (1865 - 1898)
 - i. Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
 - ii. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
 - iii. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
- g. Period 7 (1890 - 1945)
 - i. Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
 - ii. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

- iii. Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.
- h. Period 8 (1945 - 1980)
 - i. The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
 - ii. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
 - iii. Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture
- i. Period 9 (1980 - Present)
 - i. A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
 - ii. Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
 - iii. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Appendix A: Biblical Principles for Social Studies

1. God

- a. God has a plan God is carrying to completion; history records the progress of that plan (2).
- b. God is the supreme ruler, controlling nations and rulers (46).

2. Creation

- a. Natural resources belong to God (18).
- b. Land is polluted as a result of human sin (18).

3. Mankind

- a. God is concerned about all kinds of people, wherever they live and whatever their status (18).
- b. Whatever good things we have are gifts from God (24).
- c. Humans are created for relationships with each other.
- d. Historical conflict and social problems are the result of human sin.
- e. All humans are created in the image of God and have inherent worth.

4. Moral Order

- a. The powers that be are ordained by God (46).
- b. When humans refuse God's rule, God lets them rule themselves (46).
- c. Obedience to God comes before obedience to humans when the two conflict (46).
- d. Others are likely to treat us the way we treat them (70).
- e. People must submit to one another in order to live and work happily together (70).

5. Purpose

- a. God is never taken by surprise; things that happen fit into God's plan (2).
- b. Humans were created to love and worship God.
- c. Money is entrusted to believers for use as God purposes (24).

Cited elements taken from:

Haycock, Ruth. *Encyclopedia of Bible Truths: Social Studies*. Colorado Springs: ACSI, 1993.

Appendix B: Elementary Social Studies Supplemental Resources

Kindergarten

Leveled Readers

Benchmark	Title (sets of 6 books)	Publisher
Unit 1	Our Community	
1.a	Holidays at Our House	Houghton Mifflin
1.a	Holiday Fun	McGraw Hill
1.a, 3.b	My Home: America	McGraw Hill SRA
3.a	At Home and at School	Houghton Mifflin
3.a	Our Classroom	Houghton Mifflin
3.a	Indoor Recess	McGraw Hill SRA
3.a	A Fun Class Trip	McGraw Hill SRA
3.a	Staying Safe	McGraw Hill SRA
3.a, b	A Job in Town	McGraw Hill SRA
3.b	Welcome to Our School	Houghton Mifflin
5.a	I Like My Friends	McGraw Hill
5.a	American Families	McGraw Hill
5.a, 1.a	Our Families	Houghton Mifflin
Unit 2	Geography	
2.a	Where Are We?	McGraw Hill
2.a	Places in the Neighborhood	McGraw Hill
2.b	On Earth	Houghton Mifflin
Unit 3	Economics (Work)	
4.a	Jobs Around Town	Houghton Mifflin
4.a	Who Can Be a Hero?	Houghton Mifflin
4.a	Our Jobs	Houghton Mifflin
4.a	Nurses and Teachers	McGraw Hill SRA
4.a	The Many Jobs of Firefighters	McGraw Hill SRA
4.a	Visiting the Vet	McGraw Hill SRA
4.a	Heros	McGraw Hill SRA
4.a, 4.b	Food from the Farm	McGraw Hill
4.c	Going Shopping	Houghton Mifflin
4.c	We Pick Food!	McGraw Hill

Reading A-Z Books

Benchmark	Title	A-Z Level
Year Long		
1.b	Long Ago and Today	G
1.b	How long does it take	H
1.b	My Day	G
Unit 1	Our Community	
1.a	Carlo's First Thanksgiving	H
1.a	Grandparents Day	E
1.a	Maria's Family Celebration	K
1.a	Memorial Day	N
1.a	Mother's Day	F
1.a	Sam's fourth of July	H
1.a	World Holidays	L

3.a	New Rule	G
3.a, b	Laws for kids	G
3.b	Stars and Stripes	G
5.a	Story of the Statue	J
Unit 3	Economics (Work)	
4.a	Police Officers	H
4.a	Fire Fighter	F
4.a	My Uncle is a Fire Fighter	J
4.a	I am a Community Worker	
4.a	Mailman's Hat	K
4.a	What's in the Box	E
4.a	Hooray for the Farmer's Market	E
4.a	Workers	D
4.a	Doctor Jen	E
4.a	The Vet	E
4.a	Going to the Dentist	G
4.a	The Classroom	aa
4.a	Maria and Her Teacher	B
4.b	Jobs for James	J
4.b, 4.c	Needs and Wants	F
4.b	Bonk's New Bike	J

Harcourt Social Studies Text Book-Our World, Now and Long Ago

Benchmark	Unit and Lesson
Year Long	
1.b	Unit 5-Lesson 1,2,3
Unit 1	Our Community
3.a	Unit 1-Lesson 1,2,3
3.b	Unit 2-Lesson 1,2
Unit 2	Geography
2.b	Unit 4-Lesson 1,2
Unit 3	Economics (Work)
4.a	Unit 3-Lesson 1,2

1st Grade

Leveled Readers

Benchmark	Title (sets of 6 books)	Publisher
Unit 1	Families in the Past and Present	
1.a	Life in Colonial America	Houghton Mifflin
1.a	Cities Then, Cities Now	Houghton Mifflin
1.a	Games Long Ago	McGraw Hill SRA
1.a	Now and Then	McGraw Hill SRA
1.a	Homes Over Time	McGraw Hill SRA
1.a	Before Electricity	McGraw Hill SRA
1.a	Homes Then and Now	McGraw Hill SRA
1.a	Old Homes and New Homes	McGraw Hill SRA
1.a	Telephones Then and Now	McGraw Hill
Unit 3	Citizenship	
3.a	Helping a Friend	McGraw Hill SRA
3.a	Clara Barton	McGraw Hill SRA

3.a	Our Brave Founders	McGraw Hill SRA
3.a	The Feel of Giving	McGraw Hill SRA
3.a	Giving Back	McGraw Hill SRA
3.a	Being Kind to Mom	McGraw Hill SRA
3.a	Helping Hands	McGraw Hill SRA
3.a	All Kinds of Teams	McGraw Hill
3.a	Friends in your Community	McGraw Hill
Unit 4	Economics	
4.a,b	Buying or Producing?	McGraw Hill SRA
4.c	Sold Out!	McGraw Hill SRA
Unit 5	Cultural Differences	
5.a	Family Fun	McGraw Hill SRA
5.a	Living in Different Homes	McGraw Hill SRA
5.a	America is My Home	McGraw Hill SRA
5.a	From Mexico to California!	McGraw Hill SRA
5.a	International Breakfast	McGraw Hill SRA

Reading A-Z Books

Benchmark	Title	A-Z Level
Unit 1	Families in the Past and Present	
1.a	Long Ago and Today	G
1.a	I Go	A
1.a	The Food We Eat	G
1.a	Friends Around the World	H
1.a	Making Pizza	E
1.a	Making Salsa	C
1.a	Mash the Potatoes	C
1.a	Shoes Around the World	L
1.a	All Kinds of Homes	G
1.a	City Places	E
1.a	Getting Around the City	D
1.a	Going Away	C
1.a	Many Roads	F
1.a	Taking the Bus	B
1.a	Backyard Camping	D
1.a	Games We Play	B
Unit 2	Geography	
2.a,b,c	Following the Map	F
2.a,b,c	Gordon Finds his way	G
Unit 3	Citizenship	
3.a	Dr. King's Memorial	H
3.a	Riding with Rosa Parks	J
3.a	Laws for kids	G
3.a	Can I vote	M
Unit 4	Economics	
4.a,b,c	Dollars and Cents	D
4.a,b,c	I Save Money	A
4.a,b,c	Introducing the penny	N
4.a,b,c	Money in the USA	T
4.a,b,c	Rainy Day Savings	O
4.a,b,c	We're in Business	R
4.a,b,c	International T-Shirt Challenge	S
4.a,b,c	All Kids of farms	E

Harcourt Social Studies Text Book-A Child's View

Benchmark	Unit and Lesson
Unit 1	Families in the Past and Present
1.a	Unit 4-Lesson 1,2,3,4
Unit 2	Geography
2.a	Unit 2-Lesson 1,2
2.b	Unit 2-Lesson 1,2
Unit 3	Citizenship
3.a	Unit 6-Lesson 1,3
Unit 4	Economics
4.a	Unit 3-Lesson 1,2
Unit 5	Cultural Differences
5.a	Unit 5-Lesson 3,4,5

2nd Grade

Leveled Readers

Benchmark	Title (sets of 6 books)	Publisher
Unit 1	Native Peoples	
1.a	Americans of the Midwest: The Potowatomi	Houghton Mifflin
1.a	A Day in the Life of the Great Plains	Houghton Mifflin
1.a	Sports of the First Americans	Houghton Mifflin
1.a	American's First People	McGraw Hill SRA
1.a	Sacagawea's Journey	McGraw Hill SRA
1.a	Native Americans Live with the Land	McGraw Hill SRA
1.a	Celebrating Native American Culture	McGraw Hill SRA
1.a	Native Americans of the Plains	McGraw Hill SRA
1.a	Western Native Americans	McGraw Hill SRA
1.a	Native Americans of the West	McGraw Hill SRA
2.a	Where We Live (The Sod House)	McGraw Hill
2.a	Where Do You Live (My Acoma Pueblo)	McGraw Hill
2.a	Your Land, Your Home (Seminole Chickee)	McGraw Hill
5.a	Cultures Coming Together	McGraw Hill SRA
5.a	Connecting Cultures	McGraw Hill SRA
Unit 3	Citizenship	
3.a	Taking Care of Earth	McGraw Hill SRA
3.a	What Happens When We Recycle	McGraw Hill SRA
3.a	Your Rights and Duties	McGraw Hill
3.b	Rules and Laws	McGraw Hill SRA
3.b	We Need Rules and Laws (A class without Rules)	McGraw Hill
Unit 4	Economics	
4.a	Our Natural Resources	Houghton Mifflin
4.b	My First Business: Lemonade Stand	Houghton Mifflin
4.b	Goods and Services	McGraw Hill SRA
4.b	Choices About Money	McGraw Hill SRA
4.d	From Farm to Dinner Table: Food's Great Journey	McGraw Hill

Reading A-Z Books

Benchmark	Title	A-Z Level
Unit 1	Native Peoples	
1.a	The Algonquins	X
1.a	Ancient Cliff Dwellers	V
1.a	The Apaches	Z
1.a	Arrows	multilevel
1.a	The Cherokees	Z
1.a	Native Americans of the Great Plains	Z
2.a	Inuit and Aleut	
2.a	Ancient Puebloans	
2.a	The Plains Indians	
2.a	Native Americans of the Eastern Woodlands	
Unit 3	Citizenship	
3.b	Can I vote	M
3.a	What are the Rights and Responsibilities of Being a Citizen?	
Unit 4	Economics	
4.a	Alternative Fuel Cars	V
4.a	Where We Get Energy	K
4.a	Using Less Energy	F
4.a	Oil a Messy Resource	L

Harcourt Social Studies Text Book-People We Know

Benchmark	Unit and Lesson
Unit 1	Native Peoples
1.a	Unit 4-Lesson 2
Unit 2	Geography
2.b	Unit 2-Lesson 4
2.c	Unit 2-Lesson 2
2.d	Unit 2-Lesson 1
Unit 3	Citizenship
3.a	Unit 1-Lesson 1
Unit 4	Economics
4.a	Unit 3-Lesson 1
4.b	Unit 6-Lesson 5
4.c	Unit 6-Lesson 4
4.d	Unit 6-Lesson 3

3rd Grade

Leveled Readers

Benchmark	Title (sets of 6 books)	Publisher
Unit 1	Important People and Inventions	
1.a	Hiawatha, American Leader	Houghton Mifflin
1.a	The Journeys of Sojourner Truth	Houghton Mifflin
1.a	Lewis and Clark: Friends and Adventures	McGraw Hill SRA
1.a	Jane Addams and Friends: Making a Difference	McGraw Hill SRA
1.a	Women Inventors	McGraw Hill SRA
1.b	Traveling By Train	Houghton Mifflin
1.b	Technology That Helps	McGraw Hill
1.b	Young Inventors	McGraw Hill

1.b 1.c	Computers then and Now	McGraw Hill
---------	------------------------	-------------

1.b, 1.c	Cars then and Now	McGraw Hill
1.c	The 1980s	Houghton Mifflin
Unit 2	Geography	
2.a	United States Landforms	McGraw Hill
2.a	Land in the United States	McGraw Hill
2.a, 5.a	Ladders: Living in the Desert	National Geo.
2.a, 5.a	Ladders: Living in the Mountains	National Geo.
2.a, 5.a	Ladders: Living on the Coast	National Geo.
2.a, 5.a	Ladders: Living by the Water	National Geo.
2.a, 5.a	Ladders: Living on the Plains	National Geo.
2.c	America's Geographic Regions	McGraw Hill SRA
2.c	Regions of America	McGraw Hill SRA
Unit 3	Government	
3.a	A Day with the Mayor	Houghton Mifflin
3.a	The Job of Government	McGraw Hill SRA
3.a	Choosing a Leader	McGraw Hill SRA
3.a	A People's Government	McGraw Hill SRA
3.a-c	"We the People"	McGraw Hill SRA
3.b	What is Congress?	Houghton Mifflin
3.b	Every Vote Counts!	McGraw Hill SRA
3.b	People Helping People	McGraw Hill SRA
Unit 4	Economics	
4.b	Buying and Selling Around the World	McGraw Hill SRA
Unit 5	Cultural Diversity	
5.a, 3b	The World's Economy	McGraw Hill
5.a	Welcome to India!	National Geo.
5.a	Welcome to China!	National Geo.
5.a	Welcome to Brazil!	National Geo.
5.a	Welcome to Kenya!	National Geo.

Reading A-Z Books

Benchmark	Title	A-Z Level
Unit 1	Important People and Inventions	
1.a	Albert Einstein	T
1.a	Amelia Earhart	Q
1.a	Barack Obama	O
1.a	Cathy Freeman	T
1.a	Elizabeth Blackwell	
1.a	Ella Fitzgerald	
1.a	Famous First Ladies	Q
1.a	Gandhi	N
1.a	A Man of Vision	
1.a	George Washington Carver	
1.a	Nelson Mandela	
1.a	Jane Goodall	
1.b	Inventions	R
1.b	Fantastic Flying Machines	I
1.b	Garrett Morgan and the Traffic Signal	J
1.b	History to Chew On	P
1.b	A Nation on Wheels	P
1.b	The Steam Engine	P
1.b	The Story of Jeans	M

1.b	Jobs Change	
-----	-------------	--

Unit 4	Economics	
4.a	Making Big Bolstead Bucks	X
4.a	We're in Business	R

Harcourt Social Studies Text Book-Our Communities

Benchmark	Unit and Lesson
Unit 1	Important People and Inventions
1.b	Unit 2 - Chapter 4 - Lesson 2
1.b	Unit 3 - Chapter 5 - Lesson 2,3
1.b	Unit 6 - Chapter 11 - Lesson 4
Unit 2	Geography
2.b	Unit 2 - Chapter 3 - Lesson 1
2.a	Unit 2 - Chapter 3 - Lesson 2
Unit 3	Government
3.a	Unit 4 - Chapter 8 - Lesson 1,2,3,4,5
Unit 4	Economics
4.a	Unit 2 - Chapter 3 - Lesson 4
4.a	Unit 2 - Chapter 3 - Lesson 3
4.b	Unit 6 - Chapter 11 - Lesson 2,3
4.d	Unit 6 - Chapter 12 - Lesson 2,4
Unit 5	Cultural Diversity
5.a	Unit 5- Chapter 10 - Lesson 1,2,3

Social Studies Additions to the Grades 3-6 Guided Reading Library (DRA Leveled)

National Geographic Explorer Series- Pathfinder Books sets of 6:

Climbing to Success	Blazing New Trails
Jeans from Mines to Malls	Broad Stripes and Bright Stars
Kids Connect	Jamestown
Living Traditions	Fighting for History
Making Faces	First Flight
Mysteries of the Maya	Freedom Readers
People of the Past	Symbols of Freedom
Race around the World	Get the Message
Vanishing Cultures	The Great Wall of China
Working Hand in Hand	Worlds of Opportunity
Blazing New Trails	