

SOCIAL STUDIES CURRICULUM GUIDELINES

GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

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

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

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

ECONOMICS: Economy has basic established processes.

I	R	M	
_____	_____	_____	Develop an awareness of family's needs and wants.
_____	_____	_____	Share things, time, space and people.
_____	_____	_____	Identify ways to reduce, reuse and recycle within the family and school community.

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

I	R	M	
_____	_____	_____	Identify school rules and need for rules.
_____	_____	_____	Recognize the importance of sharing and taking turns, and cooperating with others.
_____	_____	_____	Make responsible choices and begin to understand consequences of choices .
_____	_____	_____	Display honesty, kindness, and a sense of American values and Christian virtues.
_____	_____	_____	Recognize national identity, president, American flag.
_____	_____	_____	Salute the flag and recite the "Pledge of Allegiance.
_____	_____	_____	Sing patriotic song.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

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

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

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

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

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

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

I	R	M	
_____	_____	_____	Differentiate between a map and a globe.
_____	_____	_____	Understand and use cardinal directions.
_____	_____	_____	Read and interpret map symbols with the use of a legend.
_____	_____	_____	Use a map to label the northern and southern hemispheres, countries, major lakes and rivers, mountains, and oceans.
_____	_____	_____	Locate on a map where there ancestors live.

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

I	R	M	
_____	_____	_____	Compare neighborhoods and communities from different parts of the world.
_____	_____	_____	Recognize that people work together in groups to solve problems.
_____	_____	_____	Recognize holidays and traditions that are different from their own cultures.
_____	_____	_____	Recognize individuality in cultures.

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

I	R	M	
_____	_____	_____	Understand the contributions and significance of historical figures (e.g., scientist and inventors, authors, musicians, artists, and athletes).
_____	_____	_____	Name some people who have been responsible for change (e.g., Susan B. Anthony, Rachel Carson, Pope John XXIII, etc.)
_____	_____	_____	Understand that all types of work contribute to society.
_____	_____	_____	Understand that work has a positive value.

ECONOMICS: People in our local community make a difference.

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

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

Religious Influence: People of many beliefs and religious preferences have formed Multitudes of societies based on those beliefs throughout the World Andover thousands of years.

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

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

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

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

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

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

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

I	R	M	
_____	_____	_____	Explain the story of California in Pre-Columban times through the cultures of the Native Americans who first lived here.
_____	_____	_____	Describe the lives of the early settlers and explorers and how they changed the environment of the state.
_____	_____	_____	Describe the Spanish exploration and colonization of California including the relationships among soldiers, missionaries and Native Americans.
_____	_____	_____	Explain and list the reasons for Spanish and missionary presence in California and their influence on the state's history.

I	R	M	
_____	_____	_____	Know major historical events (e.g., Mexican War for Independence, Gold Rush, Westward Expansion) that affected the life of early settlers.
_____	_____	_____	Describe and explain the importance of famous landmarks of California.

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

I	R	M	
_____	_____	_____	Be able to use a variety of maps, a globe, latitudinal and longitudinal lines to locate important features and resources of the state of California.
_____	_____	_____	Name and locate the state capital and other major important cities in California.
_____	_____	_____	Name, locate and describe the missions of California and their importance to the development of the state.
_____	_____	_____	Determine how climate and landforms affected the growth and development of the state.
_____	_____	_____	Explain and give examples of how the needs of the citizens of California have affected their environment.

PEOPLE/CULTURE/SOCIAL VALUES: Cultural diversity and the contributions of different immigrant groups to the state’s development, affect California society.

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

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

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

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

I	R	M	
_____	_____	_____	Know and appreciate the land and people of different U.S. regions before Columbus.
_____	_____	_____	Trace early routes of exploration.
_____	_____	_____	Compare the differences in settlements of the French, Spanish, and English.
_____	_____	_____	Compare life in the New England, Middle, and Southern colonies.
_____	_____	_____	Know key events and people that shaped U.S. history (e.g., Revolutionary War, Westward Expansion, inventions, Revolutionary leaders including women).

I	R	M	
_____	_____	_____	Know and understand the causes and effects of the American Revolution and its influence on our views of democracy.
_____	_____	_____	Discuss the life of the first Americans.
_____	_____	_____	Is able to relate key influences to your life.
_____	_____	_____	Is able to state and support opinions regarding key events, inventions, and discoveries.

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

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

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

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

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

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

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

I	R	M	
_____	_____	_____	Understand the history and basic principles of democracy upon which our nation stands.
_____	_____	_____	Understand and appreciate American ideals as expressed in the Constitution and Declaration of Independence.
_____	_____	_____	Understand the rights and obligations necessary for maintaining a democratic society in the United States.
_____	_____	_____	Know the process and functions of the three branches of government.
_____	_____	_____	Recognize the movements in United States history to obtain rights for women, slaves, and other minority groups (e.g., women's suffrage, emancipation, etc.)

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

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

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

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

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

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

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

I	R	M	
_____	_____	_____	Analyze the causes and effects of the expansion and disintegration of the Roman Empire and the rise of Christianity and feudalism.
_____	_____	_____	Describe the development of the Byzantine empire.
_____	_____	_____	Understand the effects Islam had on its people and region.

I	R	M	
_____	_____	_____	Identify the civilizations and empires that developed in Japan, Ghana and Mali, Meso-America, and the Andean civilization.
_____	_____	_____	Know major events and inventions that affected western civilization (e.g., Crusades, bubonic plague, Renaissance, Protestant Revolt and the Reformation, Exploration, Scientific Revolution, Enlightenment).

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

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

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

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

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

I	R	M	
_____	_____	_____	Identify the basic economic needs of societies.
_____	_____	_____	Define and understand global and regional trade.
_____	_____	_____	Describe the rise of capitalism and its effect on societies.
_____	_____	_____	Recognize the economic global interdependence of societies.
_____	_____	_____	Identify the three basic economic questions: what to produce, how and how much to produce, and how to distribute.

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

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

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

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

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

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

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

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

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

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

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

I	R	M	
_____	_____	_____	Know the groups that inhabited the early United States.
_____	_____	_____	Understand the cultures and daily life of early Americans.
_____	_____	_____	Know effects and influences of foreign and domestic events, people, inventions, and discoveries.
_____	_____	_____	From different perspectives, describe the motivations, influences, and events that lead to change.
_____	_____	_____	Recognize what was important to various groups.

I	R	M	
_____	_____	_____	Understand how key influences and events changed the lives of various groups.
_____	_____	_____	Know how culture affected early United States history.
_____	_____	_____	Know how history affected the culture.

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

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

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

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

