



**ARCHDIOCESE
of PHILADELPHIA
SCHOOLS**

AMERICA'S FIRST CATHOLIC SCHOOLS

ELEMENTARY SOCIAL STUDIES CURRICULUM

2016

Sister Edward Quinn, IHM

A stylized graphic of a flame. The left side of the flame is composed of two overlapping curved shapes, one in a darker blue and one in a lighter blue. The right side of the flame is a solid red shape. The entire graphic is set against a white background.

STANDARDS

PROCESSES

Catholic Identity

STANDARDS

- NCSS Standards
 - 10 themes of Social Studies



- C3 STANDARDS
 - Focus on skills and correlations to ELA literacy Standards



NCSS STANDARDS—10 THEMES

Culture	<ul style="list-style-type: none">• Human beings create, learn, and adapt culture.• Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences.• Understanding culture helps us understand ourselves and others.
Time, Continuity and Change	<ul style="list-style-type: none">• Human beings seek to understand their historic roots and to locate themselves in time.• Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.
People, Places, and Environment	<ul style="list-style-type: none">• Today's students are aware of the world beyond their personal locations.• As students study this content, they create their spatial views and geographic perspectives.• Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.



NCSS STANDARDS—10 THEMES

Individual Development and Identity	<ul style="list-style-type: none">• Personal identity is shaped by one's culture, by groups, and by institutional influences.• Examination of various forms of human behavior enhances understanding of the relationship between social norms and emerging personal identities, the relationships between social processes that influence identity formation, and the ethical principles underlying individual action.
Individuals, Groups, and Institutions	<ul style="list-style-type: none">• Institutions exert enormous influence over us.• Institutions are organizations that embody and promote the core social values of their members.• It is important for students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.
Power, Authority, and Governance	<ul style="list-style-type: none">• Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.



NCSS STANDARDS—10 THEMES

Production, Distribution, and Consumption


- **Decisions about exchange, trade, and economic policy and well-being are global in scope.**
- **The role of government in policy making varies over time and from place to place.**
- **Systematic study of an interdependent world economy and the role of technology in economic decision making is essential.**

Science, Technology, and Society

- **Technology is as old as the first crude tool invented by prehistoric humans.**
- **Our modern life would be impossible without technology and the science that supports it.**
- **Today's technology forms the basis for many difficult social choices.**



NCSS STANDARDS—10 THEMES

Global Connections	<ul style="list-style-type: none">• The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies.• Persisting and emerging global issues require solutions.
Civic Ideals and Practices	<ul style="list-style-type: none">• All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based.• An understanding of civic ideals and the practice of citizenship is critical to full participation in society.
	





**College, Career,
and Civic Life
C3 Framework
for Social Studies
State Standards**

ELEMENTARY



RATIONALE FOR THE C3 FRAMEWORK

- **Marginalization of the Social Studies**
- **Motivation of Students**
- **The Future of Our Democracy**



WHAT IS SOCIAL STUDIES?

Write your definition of social studies.



Social Studies Defined

*The social studies is an **interdisciplinary** exploration of the social sciences and humanities, including civics, history, economics, and geography, in order to develop responsible, informed, and engaged citizens and to foster civic, global, historical, geographic, and economic literacy.*





VISION DOCUMENT

What would you say are the objectives of the new Social Studies framework?

<http://connected.socialstudies.org/blogs/john-lee/2014/02/21/new-video-on-c3-instruction>



What are the Objectives of C3?

- a) **enhance the rigor** of the social studies disciplines
- b) build critical thinking, problem solving, and **participatory skills** to become engaged citizens
- c) **align** academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.



What is the ultimate goal?

For students to study civics, economics, geography, and history to become active and engaged citizens in the 21st century.



Principles of the C3 Framework

- Prepares the nation's young people for college, careers, and civic life;
- Inquiry is at the heart of the social studies
- Formed by **core*** disciplines of civics, economics, geography, and history;

**Appendices for Psychology, Sociology, Anthropology (9-12)*



Principles of the C3 Framework

- **Composed of deep and enduring understandings, concepts, and skills from the disciplines.**
- **Emphasizes skills and practices as preparation for democratic decision-making.**
- **Shares in the responsibilities for literacy instruction in K-12 education.**

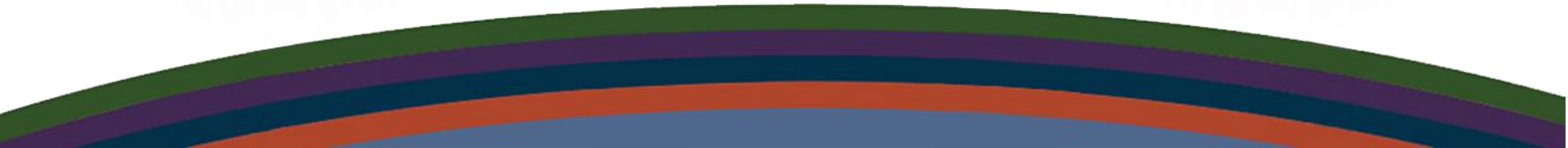


C3 Foundations

**INQUIRY
ARC**

**DISCIPLINARY
LITERACY**

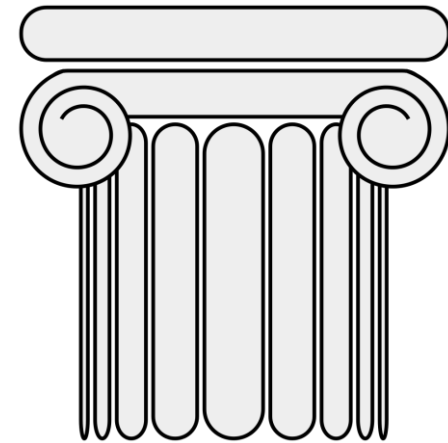
**CIVIC
LIFE**



THE FOURTH PILLAR

Connections to faith values and the role of the Church in the history and culture of the community should permeate Social studies instruction at every level.

Catholic Identity



THE INQUIRY ARC

❖ **Dimension 1**

Developing Questions and Planning Inquiries

❖ **Dimension 2**

Applying Disciplinary Tools and Concepts
(Civics, Economics, Geography, and History)

❖ **Dimension 3**

Evaluating Sources and Using Evidence

❖ **Dimension 4**

Communicating Conclusions and Taking Informed
Action



DISCIPLINARY LITERACY

Literacies derived from the Common Core State Standards in English language Arts/Literacy form an essential thread required by the actual demands of college, work, and civic life.

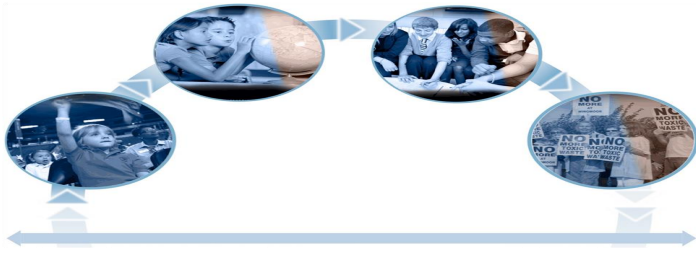
Disciplinary Literacy is the use of discipline-specific practices to access, apply, and communicate content knowledge.



CIVIC ENGAGEMENT

Active and responsible citizens are able to identify and analyze public problems, deliberate with other people about how to define and address issues, take constructive action together, reflect on their actions, create and sustain groups, and influence institutions both large and small. They vote, serve on juries when called, follow the news and current events, and participate in voluntary groups and efforts.





HOW DOES A HISTORIAN READ?

What reading behaviors and habits are needed to “read” this document?

How does that relate to:

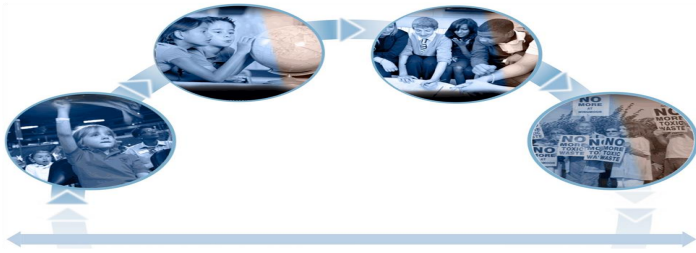
Inquiry?

Disciplinary Literacy?

Civic Engagement?

Catholic Identity?





HOW DOES A GEOGRAPHER READ?

What reading behaviors and habits are needed to “read” this document?

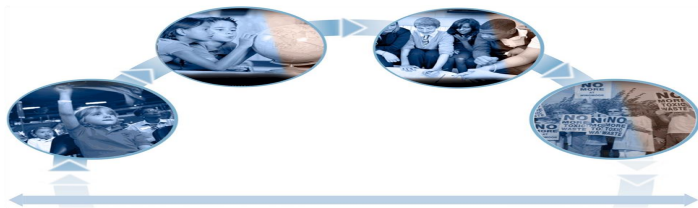
How does that relate to:

Inquiry?

Disciplinary literacy?

Civic Engagement?





HOW DOES A POLITICAL SCIENTIST READ?

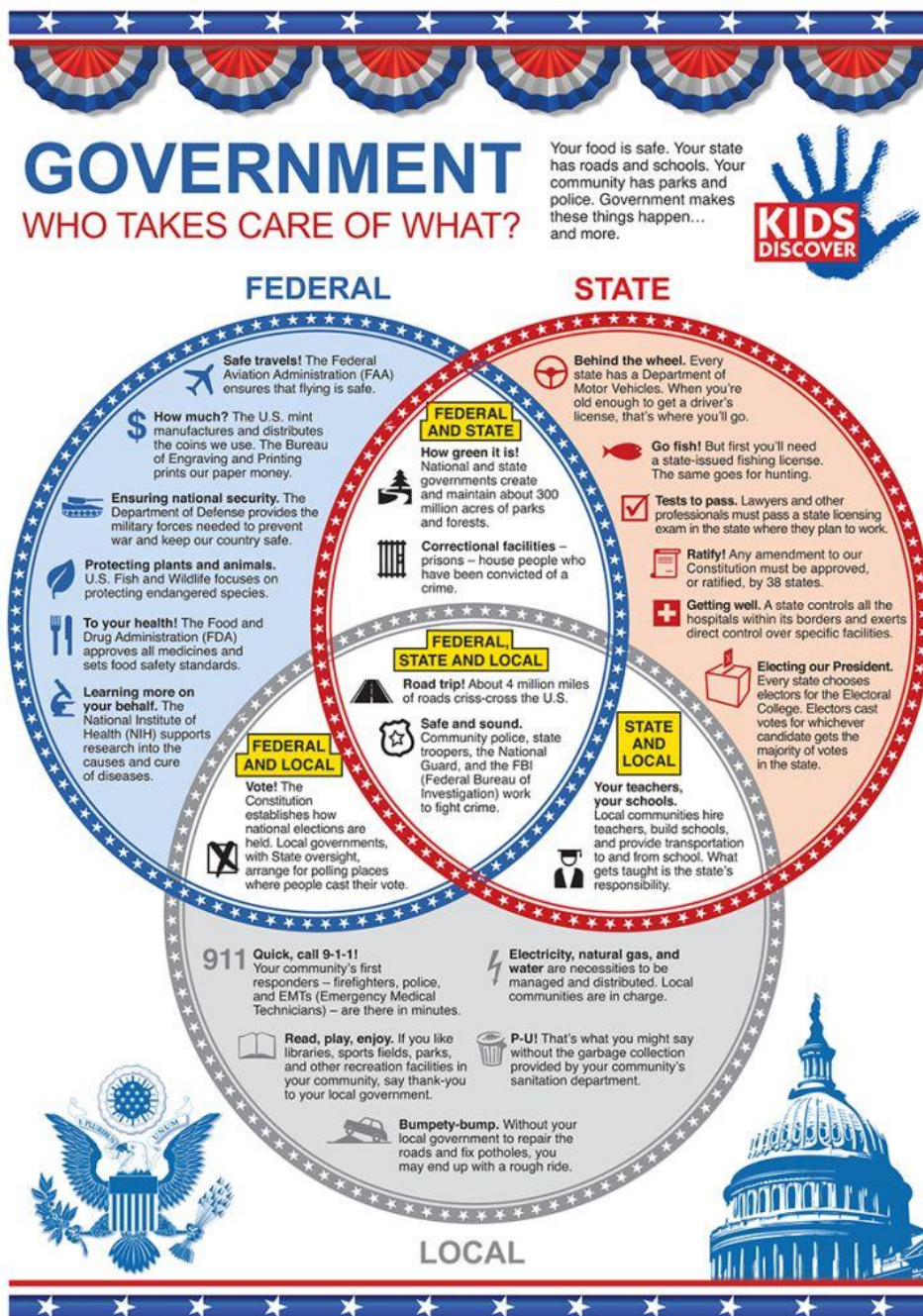
What reading behaviors and habits are needed to “read” this document?

How does that relate to:

Inquiry?

Disciplinary literacy?

Civic Engagement?



INSTRUCTIONAL SHIFTS FOR SOCIAL STUDIES

- Craft questions that matter.
- Establish a collaborative context to support student inquiry.
- Integrate content and skills meaningfully.
- Articulate disciplinary literacy practices and outcomes.
- Provide tangible opportunities for taking informed action.



Compelling and Supporting Questions

Compelling questions focus on real social problems, issues, and curiosities about how the world works

- Intellectually meaty
- Kid friendly

Examples:

- Was the American Revolution *revolutionary*?
- Was the Civil Rights movement of the 1960's a success?
- Why do we need rules?



Compelling and Supporting Questions

Supporting questions scaffold students' investigations into the ideas and issues behind a compelling question.

Examples:

- What were the regulations imposed on the colonists under the Townshend Acts?
- What legislation was enacted as a result of the Civil Rights Movement?
- What are some rules that families follow?



REFLECT AND DISCUSS...

How does questioning by teachers and questioning by students prepare students for college, career, civic and Church life?



REFLECT AND DISCUSS...

- Why do you think it was important for the writers of the C3 Framework to make strong connections to the Common Core State Standards?
- What are some concerns with making those connections?



ACTIVITY

REFLECTING ON THE SHIFTS FOR SOCIAL STUDIES

1. Inquiry is at the center.	2. Disciplinary integrity <i>and</i> interdisciplinary connections matter.
3. Informed action and application of knowledge is clear and present.	4. The Inquiry Arc represents an instructional arc – a frame for teaching and learning.

What Does This Look Like In the Classroom?



Name of Teacher:	Subject area(s):
Name of Unit:	Anticipated Length of Unit:

Which 21 st Century Skills are woven into this unit?	Critical Thinking	Collaboration	Creativity	Communications
What level of rigor and relevance is found in this unit?	Quadrant A	Quadrant B	Quadrant C	Quadrant D



STANDARDS: (Stage 1) <i>List all of the standards that are addressed in this unit.</i>		
Application (Stage 1) <i>What should I be able to do (in another setting) with what I have learned in this unit?</i>		
Essential Questions (Stage 1) <i>What questions focus and guide my thinking?</i>		
Assessment (Stage 2) <i>What will I be expected to do in order to demonstrate my learning?</i>		
Skills (Stage 1) <i>What skills do I need to have in order to address the essential questions and apply my learning?</i>		
Content (Stage 1) <i>What content do I need to know in order to address the essential questions and apply my learning?</i>		
Integration of Learning (Stage 3) <i>How does this learning connect to my other areas (subjects) of learning?</i>		
Tools for Learning (Stage 3) <i>Which tools will I use that will assist me in my learning?</i>		
Learning Plan (Stage 3) <i>What learning activities will I be engaged in each day during this unit?</i>		Date Completed



COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Instructional Planning Guide
GRADES 3-5

MORE?

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>



An abstract graphic on the left side of the slide. It features a large, bright blue shape that curves upwards and to the right, partially overlapping a smaller, darker blue shape above it. Below the blue shapes is a large, vibrant red shape that resembles a flame or a drop, pointing upwards and to the right. The background is white.

CONTENT

**Expectations
Changes
Future Projections**

CONTENT SEQUENCE



Grade	Focus
K	Self and others
1	My family and other families, now and long ago.
2	My community and other communities
3	Communities around the world
4	State and local history and Government
5	The Western Hemisphere
6	The Eastern Hemisphere
7	United States History – Exploration to Civil War
8	United States History – Civil War to 1960



GRADE 5

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires, interaction between societies, and the comparison of the government and economic systems of modern nations. It also incorporates elements of some of the social sciences. The course is divided into eight Key Ideas that cover a time span from prehistory into modern times.



THE WESTERN HEMISPHERE

GRADE 5

GEOGRAPHY IN THE WESTERN HEMISPHERE:

- 5.1 The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.
 - 5.1a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.



GRADE 5

- 5.1b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:
 - □ North America (Canada and the United States)
 - □ Mesoamerica (Mexico and Central America)
 - □ Caribbean
 - □ South America
- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.



GRADE FIVE

EARLY PEOPLES OF THE AMERICAS

- 5.2 The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
 - 5.2a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.



GRADE 5

EARLY PEOPLES OF THE AMERICAS:

5.2The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

5.2a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.



GRADE 5

COMPLEX SOCIETIES AND CIVILIZATIONS:

- 5.3 Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
 - 5.3a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.



GRADE 5

- 5.3b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
- 5.3c Political states can take different forms such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.



GRADE 5

EUROPEAN EXPLORATION AND ITS EFFECTS:

- 5.4 Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.
 - 5.4a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.
 - 5.4b Europeans encountered and interacted with Native Americans in a variety of ways.



GRADE 5

- 5.4c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people.
- 5.4d Africans were captured, brought to the Americas, and sold as slaves because laborers were needed. Their transport across the Atlantic was known as the Middle Passage.



GRADE 5

INDEPENDENCE MOVEMENTS:

- 5.5 Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location.
 - 5.5a In some areas of the Western Hemisphere the desire for independence led to political revolutions.



GRADE 5

GOVERNMENT:

- 5.6 The political systems of the Western Hemisphere vary in structure and organization across time and place.
 - 5.6a Government structures vary from place to place, as do the structure and functions of governments in the countries of the Western Hemisphere today.
 - 5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.
 - 5.6c Across time and place, different groups of people have struggled and fought for equality and civil rights using different means, and the sources of power and authority in Western Hemisphere nations have responded to issues of justice and inequality with different approaches.



GRADE 5

ECONOMICS:

- 5.7 The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.
 - 5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.
 - 5.7b Countries trade with other countries to meet economic needs and wants. They are interdependent.



GRADE 5

- 5.7c Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?



GRADE 5

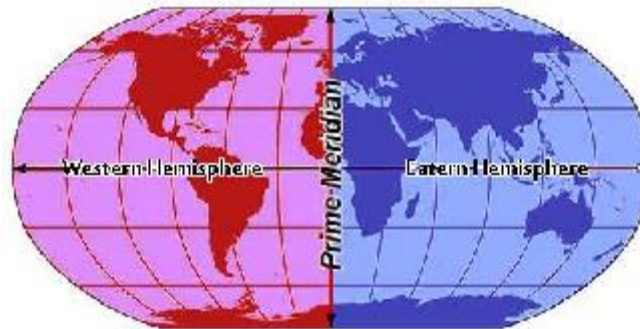
COMPARATIVE CULTURES:

- 5.8 The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace and cooperation.
 - 5.8a The populations of the countries of the Western Hemisphere are diverse and varied.
 - 5.8b The countries of the Western Hemisphere have unique characteristics and achievements that distinguish them from other countries.



GRADE 5

- 5.8c Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively encourage cooperation between nations, protect human rights, support economic development and provide assistance in challenging situations.



GRADE 6



THE EASTERN HEMISPHERE

Social Studies is based on the history and geography of the Eastern Hemisphere, including the development of cultures, civilizations, and empires, interaction between societies, and the comparison of trends in government and economics. It also incorporates elements of some of the social sciences. The course is divided into eight Key Ideas that cover a time span from pre-history into the 1300s.

GRADE 6

GEOGRAPHY OF THE EASTERN HEMISPHERE TODAY:

- 6.1 The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.
 - 6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.



GRADE 6

- 6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:
 - **Middle East** (North Africa and Southwest Asia)
 - **Sub-Saharan Africa**
 - **Europe** (West, North, South, Central, and Southeast)
 - **Russia and the Independent States** (Russia, Caucasias, Central Asia, the region of Belarus, Moldova, and Ukraine)
 - **East Asia** (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)
 - **Southeast Asia** (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)
 - **South Asia** (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)
 - **Oceania** (Australia, New Zealand, the Pacific)



GRADE 6

- 6.1c The physical environment influences human population distribution, land use, economic activities and political connections.



GRADE 6

THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE:

- 6.2 The first humans modified their physical environment as well as adapted to their environment.
 - 6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.
 - 6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.
 - 6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.



GRADE 6

- 6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.



GRADE 6

EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE:

- 6.3 Between 3500 B.C.E. and 600 B.C.E., complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.



GRADE 6

- 6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.
 - 6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.
-



GRADE 6

- 6.3c People in the Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley developed complex societies and civilizations adapted to and modified their environment to meet the needs of their population.
- 6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.



GRADE 6

COMPARATIVE WORLD RELIGIONS:

- 6.4 Between 600 B.C.E. and 630 C.E., major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
 - 6.4a Civilizations and complex societies developed belief systems and religions that have similar as well as different characteristics.
 - 6.4b Belief systems and religions are based on a set of mutually held values.
 - 6.4c Belief systems and religions often are used to unify groups of people and may affect social order and gender roles.



GRADE 6

COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE:

- 6.5 As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.
 - 6.5a Geographic factors influence the development of classical civilizations and their political structures.
 - 6.5b Political structures developed to establish order, to create and enforce laws, and to enable decision-making.
 - 6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.



GRADE 6

MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES:

- 6.6 The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.
 - 6.6a Overexpansion, corruption, invasions, civil wars, and discord among the Christians led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.



GRADE 6

- 6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.
- 6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.
- 6.6d Competition and rivalry over religious, economic, and political control over the holy lands led to conflict such as the Crusades.



GRADE 6

THE INFLUENCE OF THE MONGOLS ON THE EASTERN HEMISPHERE:

- **6.7** Mongols affected the Eastern Hemisphere through their expansion and interactions.
 - 6.7a Mongol nomadic culture had unique ways of meeting its basic needs and providing order and stability.
 - 6.7b As the Mongols created a large empire across regions, Mongol nomadic culture changed over time.
 - 6.7c. Mongols served as important agents of change and cultural diffusion, conquering Eurasia and fostering connections between the East and the West.



GRADE 6

INTERACTIONS ACROSS THE EASTERN HEMISPHERE:

- 6.8 Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.
 - 6.8a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.
 - 6.8b The desire for knowledge and luxury items led to the revitalization of some trade routes and increased cross-cultural exchanges.

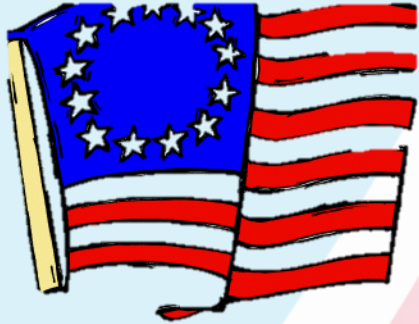


GRADE 6

- 6.8c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.
- 6.8d The location of resources, particularly in Africa, was a determining factor in the location of trade routes. The exchange of resources had economic impacts on different regions.



SEVENTH GRADE



Exploration to Pre Civil War

In Grades 7 and 8, students will examine the United States and Pennsylvania through an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans and ending with an examination of the U.S. in the 21st century.

Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

GRADE 7

NATIVE AMERICANS: 7.1

- The physical environment and natural resources of North America encouraged the development of the first human settlements and the culture of Native Americans. Native Americans societies varied across North America.
 - 7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America are divided by geographic region resulting in similar cultural patterns.



GRADE 7

COLONIAL DEVELOPMENTS:

- 7.2 European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons, and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.
 - 7.2a Social, economic and scientific improvements helped European nations launch an Age of Exploration.
 - 7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the encounter with Europeans.



GRADE 7

- 7.2c European nations established colonies in North America for economic, religious, and political reasons.
- 7.2d In Pennsylvania, many settlers established colonies along the Delaware River. The settlers practiced religious tolerance and became a model for religious freedom.
- 7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.



GRADE 7

AMERICAN INDEPENDENCE:

- 7.3 Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. Pennsylvania played a critical role in the course and outcome of the American Revolution.
 - 7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.



GRADE 7

- 3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.
- 7.3c Influenced by Enlightenment ideas and beliefs in the rights of Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.
- 7.3d Military strategies, geography, and aid from other nations influenced the outcome of the American Revolution. Iroquois (Haudenosaunee) and other Native American groups became involved in the war in different ways.



GRADE 7

HISTORICAL DEVELOPMENT OF THE CONSTITUTION:

- 7.4 The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.
 - 7.4a Throughout the American Revolution, the colonies struggled to unify their differing social, political, and economic perspectives. The Articles of Confederation created a form of government that loosely united the states, but maintained a large degree of state sovereignty.



GRADE 7

- 7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.



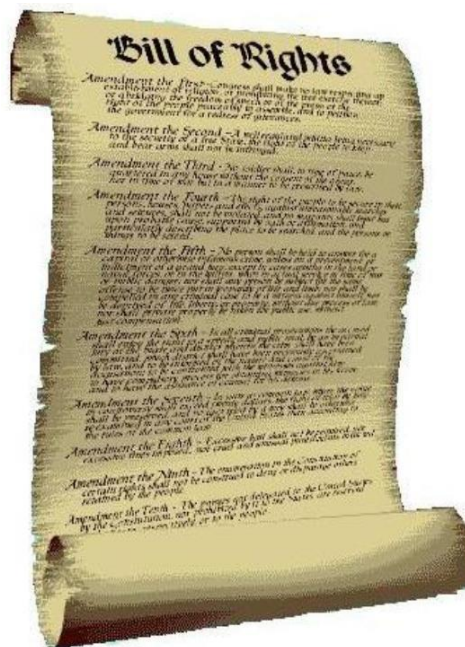
GRADE 7

- 7.4c Advocates for and against a strong central government were divided on issues of states rights, federal power, and individual freedoms. Compromises were needed between the states in order to ratify the Constitution.



GRADE 7

- 7.4d The Constitution had mixed support among states and delegates. A Bill of Rights was added, enumerating individual freedoms, and helped gain support for the Constitution.



GRADE 7

THE CONSTITUTION IN PRACTICE:

- 7.5 The United States Constitution serves as a foundation of the United States government and outlines the rights of citizens. The Constitution is considered a “living document” that can respond to political and social changes.
 - 7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.



GRADE 7

- 7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches.
- 7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.



GRADE 7

- 7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of states rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.



GRADE 7

WESTWARD EXPANSION:

- 7.6 Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.
 - 7.6a Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs such as Manifest Destiny and the need for resources increased westward expansion and settlement.
 - 7.6b Westward expansion provided opportunities for some groups while harming others.



GRADE 7

REFORM MOVEMENTS:

- 7.7 Social, political, and economic inequalities sparked various reform movements and resistance efforts. Pennsylvania played a key role in major reform efforts.



GRADE 7

- 7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
- 7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.



GRADE 7

A NATION DIVIDED:

- 7.8 Westward expansion, the industrialization of the North, and the growth of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.
 - 7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states rights advocates and supporters of a strong federal government.

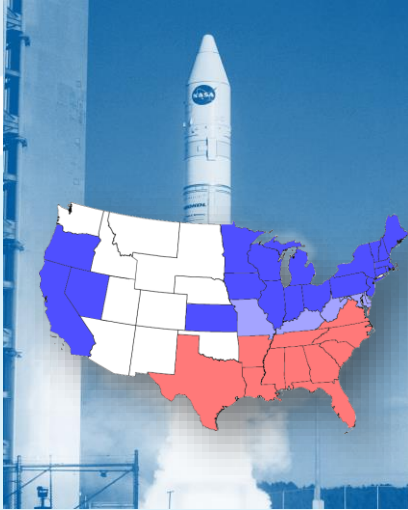


GRADE 7

- 7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.
- 7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.



GRADE 8



U.S. History: Civil War to 1960s

Grade 8 Social Studies focuses on a primarily chronological study of history and geography in United States and Pennsylvania as well as economic, social, and political trends. The course content is divided into eight Key Ideas, the first seven of which trace the human experience in the United States from after Reconstruction to up to the end of World War II. The last three Key Ideas parallel each other as they trace different themes in United States and Pennsylvania history from the post-War period up to the 1960s.

GRADE 8

The Civil War

- 8.1 Perspectives on the causes of the Civil War varied based on geographic region,
 - 8.1a The election of a Republican president was one of the immediate causes for the secession of the Southern states.



GRADE 8

- 8.2 The course and outcome of the Civil War was influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.
 - 8.2a The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.



GRADE 8

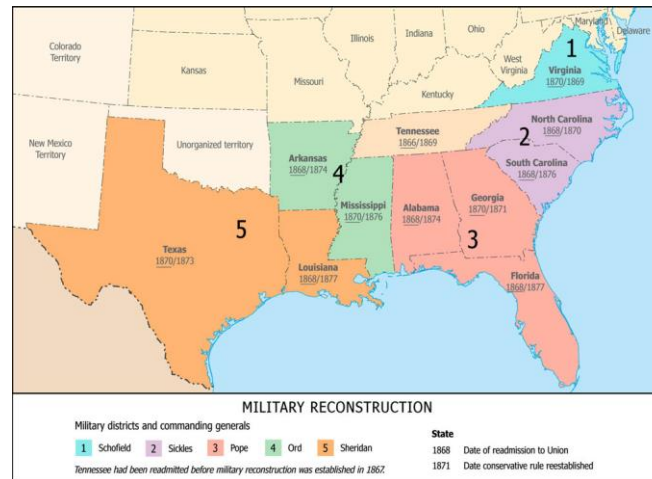
RECONSTRUCTION:

- 8.3 Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.
 - 8.3a Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.
 - 8.3b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.



GRADE 8

- 8.3c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.



GRADE 8

A CHANGING SOCIETY:

- 8.4 Changes for African-Americans resulted in limitations of their rights. Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

8.4a Continued technological developments that changed the modes of production and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States.



GRADE 8

- 8.4c Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people in cities.
- 8.4d Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.



GRADE 8

- 8.4e In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.
- 8.4f Muckrakers and Progressive Era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government policies to enact reform.



GRADE 8

IMPERIALISM:

- 8.5 Beginning in the late 19th century, economic, political, and cultural factors contributed to more aggressive United States foreign policy and a push for westward expansion.
 - 8.5a The Spanish-American War contributed to the rise of the United States as an imperial power.
 - 8.5b Interest in Pacific trade contributed to an increase in United States foreign interactions.



GRADE 8

- 8.5c The Roosevelt Corollary expanded the Monroe Doctrine and increased involvement in the affairs of Latin American nations by the United States. This led to resentment of the United States among many in Latin America, but also paved the way for improved relations.
- 8.5d Continued westward expansion contributed to increased conflicts with Native Americans.



GRADE 8

WORLD WAR I AND THE ROARING TWENTIES:

- 8.6 Various diplomatic, economic, and ideological factors ultimately led the United States to enter World War I. Involvement in the war significantly altered the social, cultural, and political lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.
 - 8.6a Militarism, alliances, imperialism, and nationalism grew, uniting and dividing nations around the world and leading to global conflict.



GRADE 8

- 8.6b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.
- 8.6c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.



GRADE 8

- 8.6d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.
- 8.6e Following the end of World War I, the United States entered a period of increased economic prosperity and radical cultural change known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.



GRADE 8

. 8.7 GREAT DEPRESSION:

- Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create and enforce intensive government interventions in the United States economy and society.)
 - 8.7a Risky investing, protectionism, and a weak global economy during the 1920s led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.



GRADE 8

- 8.7b The Great Depression affected all American families, but the effects varied across geographic regions and class, race, and gender lines. The Dust Bowl devastated farming regions in the Great Plains and forced thousands to relocate. The federal government responded with environmental conservation legislation.
- 8.7c President Roosevelt pursued a policy called the New Deal to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and economic life but did not resolve all of the hardships Americans faced.



GRADE 8

WORLD WAR II:

- 8.8 The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.
 - 8.8a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.



GRADE 8

- 8.8b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.
- 8.8c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization and protection of human rights.



GRADE 8

DEMOGRAPHIC CHANGE:

- 8.9 After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.
 - 8.9a The postwar war baby boom had major social and economic consequences. As the baby boom generation has reached retirement years and life expectancy has increased, the demand on resources has increased.



GRADE 8

- 8.9b Postwar America experienced a dramatic population shift through suburbanization. Transportation improvements through the Interstate Highway Act and the expansion of commuter rail service facilitated this demographic trend and contributed to positive and negative economic effects.
- 8.9c During the postwar years, many Americans left the Midwest and northern industrial states for the Sun Belt. This shifting population caused political power to shift to new parts of the country as well.



GRADE 8

- 8.9d The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.
- 8.6e Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.



GRADE 8

DOMESTIC POLITICS & REFORM:

- 8.10 The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.
 - 8.10a The civil rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.



A stylized graphic of a flame. The left side of the flame is composed of several overlapping, curved shapes in shades of blue and white. The right side is a solid, bright red shape that tapers to a point at the top and has a small notch at the bottom.

LITERACY SKILLS

Reading
Writing
Listening
Speaking

READING STANDARDS

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures for a text.

Craft and Structure

- Determine the meaning of words and phrases in a text relevant to a grade level topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.



READING STANDARDS

Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of year, read and comprehend informational texts including history/social studies in the grades 2- 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



WRITING STANDARDS

Text Types and Purposes

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



WRITING STANDARDS

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



WRITING STANDARDS

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report)
- Recall information from experiences or gather information from provided sources to answer a question.



SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - Seek to understand and communicate with individuals from different cultural backgrounds.



SPEAKING AND LISTENING STANDARDS

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



SPEAKING AND LISTENING STANDARDS

Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



An abstract graphic on the left side of the slide. It features a large, bright blue shape that curves upwards and to the right. Overlapping this is a large, vibrant red shape that resembles a flame or a teardrop, pointing upwards and to the right. The background is white.

SOCIAL STUDIES PRACTICES

**Chronological Reasoning
and Causation**

**Comparison and
Contextualization**

Geographic Reasoning

**Gathering, Using and
Interpreting Evidence**

**The Role of the Individual
in Social and Political
Participation**

CHRONOLOGICAL REASONING AND CAUSATION

- Explain how three or more events are related to one another. Identify causes and effects using examples from his/her life or from a current event or history. Identify the relationship between causes and effects. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history. Recognize continuity and change over periods of time. Recognize periods of time such as decades and centuries. Recognize and identify patterns of continuity and change in world communities.



COMPARISON AND CONTEXTUALIZATION

- Identify a world region by describing a characteristic that places within it have in common. Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities. Describe an historical event in a world community. Recognize the relationship among geography, economics, and history in world communities. Describe an historical development in a world community with specific details including time and place.



GATHERING, USING AND INTERPRETING EVIDENCE

Develop questions about a world community. Recognize and use different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). Identify and explain creation and/or authorship, purpose and format for evidence; where appropriate, identify point of view. Identify arguments of others. Identify inferences. Recognize arguments and identify evidence. Create an understanding of the past by using primary and secondary sources.



GEOGRAPHIC REASONING

Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places. Distinguish human activities and human-made features from “environments” (natural events or physical features--land, air, and water -- that are not directly made by humans). Describe how human activities affect environment of a world community; describe how environment of a specific world community affects the human activities in that community. Recognize a process that applies to population and a resulting pattern. Describe how human activities alter places and regions.



THE ROLE OF THE INDIVIDUAL IN SOCIAL AND POLITICAL PARTICIPATION

Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.

Participate in activities that focus on a classroom, school or world community issue or problem.

Identify different types of political systems found in world communities. Identify opportunities for and the role of the individual in social and political participation in the school, community or world community.



THE ROLE OF THE INDIVIDUAL IN SOCIAL AND POLITICAL PARTICIPATION

Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict. Identify situations in which social actions are required and suggest solutions. Identify leaders of world communities and the President of the United States; identify similarities and differences in their roles. Identify rights and responsibilities within the community and compare these to those in world communities.



ITEMS TO BE COMMITTED TO MEMORY

Level		Song
K	Pledge of Allegiance	God Bless America
1	American symbols; images on money	My Country Tis of Thee
2	Presidents	Star Spangled Banner
3	The American's Creed	America the Beautiful
4	Pennsylvania Symbols, cities, rivers, landmarks.	Pennsylvania State Song
5	Western Hemisphere capitals including States and Capitals	God Bless the USA
6	Eastern Hemisphere capitals	You're a Grand Old Flag
7	Introduction to the Declaration of Independence, Preamble to the Constitution, Bill of Rights	This Land is Your Land
8	Gettysburg Address, MLK I Have A Dream Speech	Battle Hymn of the Republic



