

Social Studies Curriculum Guide

(2001)

K – 8

**Archdiocese of Oklahoma City
Department of Catholic Education**

P.O. Box 32180
7501 Northwest Expressway
Oklahoma City, Oklahoma 73123-0380

405-721-4202

Introduction

This Social Studies Curriculum Guide is the fruit of labor of many hours of hard work by the following committee members:

Sheila Guthrie, St. Mary's, Guthrie, Ste
Steve Nedbalek, St. Eugene
Donna Holmes, St. Elizabeth Ann Seton
Don Morey, Mt. St. Mary's High School
Leslie Byers, Bishop McGuinness High School

To them we express our thanks.

ARCHDIOCESAN POLICIES ON CURRICULUM (7150)

7150.1 Curriculum Goals

The primary goal of the instructional program in the Catholic schools is to provide those learning experiences which are best for developing the values, attitudes, knowledge, and skills necessary for the student's moral and spiritual, intellectual, social, emotional, and physical development which best support the distinctive mission of Catholic schools.

7150.2 Objectives of the Instructional Program

The instructional program of each school shall be in accord with the local school's educational mission statement and its objectives as well as with the Archdiocesan philosophy, mission statement, goals and curriculum guidelines.

The curriculum shall meet Oklahoma's State Department of Education requirements, as well as those of the Archdiocese of Oklahoma City, and also any other accrediting agencies in which the school is a member.

We ask that those who use the curriculum and to whom the education of our children is entrusted be mindful, not only of our Archdiocesan Curriculum, but also familiar with the PASS documents from the Oklahoma State Department of Education.

We also advise instructors to incorporate the seven (7) Major Themes of Catholic Social Teaching in their lessons. To further that end, we have correlated curricular items with their appropriate Social Teaching Theme. This has been done by:

Listing the Themes in numerical order
Placing the number of the appropriate theme with sections of the curriculum. e.g. (7)

The Seven Major Themes of Catholic Social Teaching

1. LIFE AND DIGNITY OF THE HUMAN PERSON
2. CALL TO FAMILY, COMMUNITY, AND PARTICIPATION
3. RIGHTS AND RESPONSIBILITIES
4. OPTION FOR THE POOR AND VULNERABLE
5. THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS
6. SOLIDARITY
7. CARE FOR GOD'S CREATION

GENERAL GOALS FOR ALL AREAS

STUDENTS SHALL BE PROVIDED OPPORTUNITIES TO:

1. **Reference historic literature, diaries, and journals as important sources to tell us about our past.**
2. **Analyze the role of media sources in shaping political and cultural opinions.**
3. **Interpret visual materials (e.g. charts, graphs, pictures, maps).**
4. **Sequence historical data.**
5. **Recognize the role of individuals, great and small, in shaping history.**
6. **Distinguish between facts and opinions, persuasion and propaganda.**
7. **Evaluate accuracy of information, credibility of a source, and identify an author's point of view.**
8. **Explain the difference between primary and secondary sources.**
9. **Recognize history as a story of what has happened, why it happened and what the results were.**
10. **Be aware of current history that is unfolding about them.**
11. **Identify that peace and justice issues are found in all times and places and that decisions are made on them based on the religious and moral stance of the people living at that time.**

KINDERGARTEN

Early Life Skills

Self-awareness (3)	Know pertinent information about self, i.e., Name, birthdate, address, phone number, etc.
Self-Care (3)	

Populations

Families (2)	Appreciate Participation And Responsibilities
Cultures (6)	Recognize And Appreciate Cultural Differences, i.e., Language, Holidays, Dress, Traditions, Etc.
Communities: (2)	Recognize Church, School & Community Workers and their services
Laws (3)	Recognize and Observe the Need for Rules and Responsibilities
Citizenship (3)	Develop Respect for Others and Fair Treatment of ALL in the Classroom
Democratic Process (3)	Develop an Awareness of the Election Process at Local, State and National Levels
Community Heritage (3)	Being Aware of Contributing Factors to Community Heritage
States (2)	Recognize Oklahoma As the State in which they live
History (2)	Recognize state symbols; flag, flower, bird, sing, etc.
Natural Resources	
Countries (2)	Recognize U.S.A. as the country in which they live
History (2)	Recognize national symbols; flag, songs, monuments, etc.
(2)	Develop an awareness of national holidays and currency.
(2)	Recognize famous leaders of our country, both past and present.

Kindergarten, cont.

History, cont. (3)	Develop an awareness of steps leading to our nation's independence; religious freedom, pilgrims, etc.
Natural Resources (7)	Develop an awareness of our country's landforms and natural resources
World (6)	Develop an awareness of our world as a global community
(4)	Recognize world neighbors
(4)	Recognize interdependence
Economics (6)	Recognize barter and trading as means of exchange
Map Skills (6)	Use simple location and relative terms; near, far, above, below, etc.
	Compare maps, photos, and real environments
Integrated social study skills and religious values (7)	Recognize the world and its diversity as a gift from God.
(7)	Recognize all living things as unique and special in their own ways
(2,3,7)	Develop an awareness that each individual has a responsibility to preserve our God-given resources
(all social justice themes)	Recognize Jesus Christ & the Gospels as central to our effort for peace in the world

GRADE 1

Populations

Families (1,7)	Role of the Family
Cultures (4)	Identify Human Needs and Feelings
(6,3)	Recognize and Appreciate Cultural Difference, i.e., Language, Dress, Holidays, Traditions, etc.
Communities: (5)	Recognize Church, School & Community Workers and their services and occupations
Laws (3)	Recognize and Observe the Need for Rules and Responsibilities
Citizenship (2)	Recognize rights and responsibilities of citizens
(2)	Recognize a government service
Democratic Process (2,3)	
Community Heritage (4)	
States	Recognize an awareness that the U.S. is made of 50 states
History (4)	.
Natural Resources (6)	
Countries (1,6)	Develop an awareness that the U.S. is one of the many countries in the world
History (4)	Recognize national symbols; flag, songs, monuments, etc.
(2)	Develop an awareness of national holidays and currency.
(7)	Recognize famous leaders of our country, both past and present.
(4)	Develop an awareness of steps leading to our nation's independence; religious freedom, pilgrims, etc.
(2)	Recognize a museum artifact

Grade 1, cont.

Natural Resources (7)	Develop an awareness of our country's landforms and natural resources
(7)	Develop an awareness of interactions of people with the environment

World (6,7)	Develop an awareness of our world as a global community
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Economics (6,5)	Identify the tools necessary for a particular job
(6,5)	Identify material needs and wants
(6,5)	Demonstrate an awareness of technology

Map Skills	Use cardinal and intermediate directions
	Recognize color as symbol for continents, oceans
	Recognize a continent
	Recognize a river
	Use standard map symbols and direction to locate and describe places
	Determine direction from orientation
	Compare distances on a map
	Be able to trace routes of travel

Integrated Social Study Skills And Religious Values

All themes	Recognize all living things as unique and special in their own ways
All themes	Respect all living things as unique and special in their own ways
All themes	Develop an awareness that each individual has a responsibility to preserve our God-given resources
All themes	Recognize Jesus Christ & the Gospels as central to our effort for peace in the world

Grade 2

Populations

Families (2,3)	Role of the family
Cultures (1,6,7)	Recognize And Appreciate Cultural Differences, i.e., Language, Holidays, Dress, Traditions, Etc.
Communities: (5)	Recognize Church, School & Community Workers and their services and occupations
(5)	Recognize the characteristics of jobs
Laws (2,3)	Recognize and Observe the Need for Rules and Responsibilities
(2,3)	Identify Laws and Rules
Citizenship (3)	Recognize rights and responsibilities of citizens
Democratic Process (2,3)	Develop an Awareness of the Election Process at Local, State and National Levels
Community Heritage (3)	Being Aware of Contributing Factors to Community Heritage
States (2)	Recognize an awareness that the U.S. is made of 50 states
History (2)	Recognize state symbols; flag, flower, bird, song, etc.
(2)	Recognize tradition
(2,7)	Recognize conflict
(2)	Recognize change
Natural Resources (7)	
Countries (2)	Develop an awareness that the U.S. is one of the many countries in the world
History (2)	Recognize national symbols; flag, songs, monuments, etc.
(2)	Develop an awareness of national holidays and currency.

Grade 2, cont.

History, cont. (3)	Recognize famous leaders of our country, both past and present.
(3)	Develop an awareness of steps leading to our nation's independence; religious freedom, pilgrims, etc.
(7)	Recognize a museum artifact
Natural Resources (7)	Develop an awareness of our country's landforms and natural resources
(6,7)	Develop an awareness of interactions of people with the environment

World (6)	Develop an awareness of our world as a global community
(6)	Recognize the diversity within the global community, Geographically, politically, culturally
(1,4,6)	Recognize other nations
(1,4,6)	Develop an understanding of human needs and feelings

Economics (5)	Identify the tools necessary for a particular job
(5)	Identify cooperation on the job
(3)	Identify a consumer
(3,4)	Be able to compare goods and services
(2,5)	Recognize a standard measure of exchange
(6,7)	Recognize the impact of technology
(3)	Understand supply and demand

Map Skills (6,7)	Use cardinal and intermediate directions
(6)	Recognize color as a symbol for continents, oceans
(6,7)	Recognize physical features
(4,6,7)	Use standard map symbols and direction to locate and describe places
(6)	Determine direction from orientation
(6)	Compare distances on a map
(6,7)	Be able to trace routes of travel

Integrated Social Study Skills And Religious Values

(1,7)	Recognize all living things as unique and special in their own ways
(1,4,7)	Respect all living things as unique and special in their own ways
(2,3,7)	Develop an awareness that each individual has a responsibility to preserve our God-given resources

Grade 2, cont.

All themes	Recognize Jesus Christ & the Gospels as central to our effort for peace in the world
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Grade 3

Populations

Families (2)	Compare and Contrast Family Lifestyles
Cultures (1,4)	Identify Human Needs and Feelings
(1,4)	Recognize and Appreciate Cultural Differences, i.e., Language, Dress, Holidays, Traditions, etc.
Communities: (2,3)	Community Leaders & Citizenship
(2,3)	Recognize the characteristics of jobs
Laws (2)	Community, State, and National laws
(5)	Identify Laws and Rules
Citizenship (3,5)	Recognize rights and responsibilities of citizens
(3,5)	Understand levels of government
(3,5)	Recognize the purpose of taxes
(3,5)	Identify civil rights
Democratic Process (5)	Develop an Awareness of the Election Process at Local, State and National Levels
Community Heritage (6)	Compare and Contrast selected communities
(6)	Distinguish between urban and rural
States (2)	Compare and Contrast Oklahoma to other selected states
History (2)	Recognize state symbols; flag, flower, bird, song, etc.
(2)	Recognize the changes in transportation
(2)	Select probable reasons for an historical event
Natural Resources (6,7)	Differentiate between various geographic features of Oklahoma
Countries (6,7)	Compare & contrast U.S. cities with other cities in the world

Grade 3, cont.

History (2)	Recognize national symbols; flag, songs, monuments, etc.
(2)	Develop an awareness of national holidays and currency.
(2)	Recognize famous leaders of our country, both past and present
(2)	Develop an awareness of steps leading to our nation's independence: religious freedom, pilgrims, etc.
(7)	Recognize a museum artifact
Natural Resources (7)	Develop an awareness of our country's landforms and natural resources
(6,7)	Develop an awareness of interactions of people with the environment

World (6)	Develop an awareness of our world as a global community
(6)	Recognize the diversity within the global community, Geographically, politically, culturally
(6)	Recognize international trade
(6)	Understand social interaction
(1)	Understand culture

Economics (5)	Understand geographic influences on supply and demand
(5)	Recognize the importance of economic planning
(5)	Understand the purpose of a system of organization
(5)	Recognize the impact of technology
(5)	Understand supply and demand

Map Skills (6,7)	Use cardinal and intermediate directions
(6,7)	Recognize physical features
(6,7)	Makes inferences regarding environment
(6,7)	Use standard map symbols and direction to locate and describe places
(6,7)	Determine direction from orientation
(6,7)	Compare distances on a map
(6,7)	Be able to trace routes of travel
(6,7)	Locate & interpret information using atlases, glossaries, time lines, graphics, tables, diagrams

Grade 3, cont.

Integrated Social Study Skills And Religious Values

All themes	Recognize the world and its diversity as a gift from God
All themes	Recognize all living things as unique and special in their own ways
All themes	Develop an awareness that each individual has a responsibility to preserve our God-resources
All themes	Recognize Jesus Christ & the Gospels as central to our effort for peace in the world

Grade 4

History

- General** recognizes the change from a rural to an urban society (2,3,5)
- Selects a probable reason for an historical event
- Explains a tradition (1)
- U. S.** Compare and contrast the differences in the settlement of the 5 regions of the U. S. (2,3,7)
- Describe causes and effects of conflicts in and among the regions of the U. S. (e.g. Indian Wars, conflicts with Great Britain, trade agreements, etc.) (all social justice themes)
- Identify historical figures prominent in the regions of the U. S. (Ben Franklin, Robert E. Lee, Andrew Jackson, John Adams, George Washington, Patrick Henry, Roger Williams, etc.) (2,3)
- Oklahoma** Identify the six “countries of Oklahoma and the landforms and natural resources unique to each. (7)
- Describe the first peoples in Oklahoma and how the other Indian tribes came to be in Oklahoma. (e.g. Mound Builders, Trail of Tears, Five Civilized Tribes, Explorers.) (1,6)
- Identify famous Oklahomans. (1,2,3)
- Describe the settling of Oklahoma by non-Indians and the means by which it became a state. (i.e. Land Runs, Twin Territories, etc.) (2,3,7)
- Name important aspects of the Oklahoma economy. (5)
- Describe the organization and work of government in Oklahoma. (i.e. branches of state government, county government, types of city governments, etc.) (2,3)
- Geography** Recognizes types of landforms (7)
- Understands geographic terminology (7)
- Understands common features of land forms and bodies of water (7)
- Recognizes the relationship between climate and geography (7)
- Understands how landforms occur (7)

Demonstrates an understanding of the interactions between people and the environment, including the:

Relationship of location to economic activity (7)

Relationship between natural resources and population (7)

Comparison of modes of transportation (7)

Pollution of natural resources (7)

Identify natural resources of the 5 regions of the U. S. (e.g. forests, coal, oil, rivers, etc.) (7)

Recognize influence of landforms and climate on each region of the U. S. in how it was settled and developed. (7)

Recognize similarities of geographic regions in the U. S. to other regions of the world (plains of Kansas to plains of Ukraine, etc.) (7)

Economics Recognizes the economic purposes of urban and rural areas (5)

Recognizes the relationship between supply and demand (4,5,6)

Understands the purposes of economic planning (4,5,6,7)

Recognizes the purpose of a system of organization (2,3)

Identifies the characteristics of specific kinds of jobs (5)

Identifies the type of transportation used for an economic purpose (5)

Recognizes the effect of changes in transportation (5)

Identifies a method for conserving a natural resource (7)

Identifies manufactured products (5)

Compare and contrast the economic developments of the regions of the U. S. (cattle drives, factories, cotton and tobacco plantations, etc.) (5)

Recognize the importance of transportation developments in the settlement of the regions of the U. S. (e.g. waterways, etc.) (5)

Political Science

Identifies laws and rules (2,3)

Identifies civil rights (2,3)

Understands levels and branches of government (2,3)

Understands how each state became recognized as a state (2,3)

**Sociology/
Anthropology** Demonstrates and understanding of social interactions (1,4,6)

**Related
Social Science** Relates types of clothing to climate (4,5,6)

Relates labor to product (5)

Compares types of clothing (4,6)

Recognizes a cultural attitude (6)

Knows the diversity of peoples who settled the regions of the U. S. (e.g. Puritans, Native American Indians, Quakers, etc.) (1,6)

Identifies the modern life-styles of each region (1,2)

Map Skills Can locate and describe a place by
Using standard symbols
Using a key
Relative to direction

Can compare distances

Can determine direction from orientation

Can make inferences regarding the use of the environment

Can trace travel routes

Can visualize a landscape

5th Grade

- History**
- Explains a tradition (6)
 - Identifies the origins of a regional characteristic (6)
 - Understands the reason for immigration (4,6)
 - Identifies major explorers of the western hemisphere and the reasons behind their explorations (e.g. Christopher Columbus, Ponce de Leon, Cortez, Pizarro, de Soto, etc.) (6)
 - Identifies leaders in the colonization, emergence, and growth of the United States (e.g. Benjamin Franklin, George Washington, Thomas Jefferson, Andrew Jackson, etc.) (2, 3)
 - Identifies causes and effects of disagreements colonies had with Great Britain (2,3)
 - Describes causes and effects of wars America has been involved in prior to 1865 (e.g. French-Indian War, War for Independence, War of 1812, Civil War, Indian Wars) (2,3)
 - Describes issues of conflict in the drafting of the Constitution and understands what compromises were made (3)
 - Understands the importance of the Bill of Rights (2, 3)
 - Identifies important documents of United States history prior to 1865 (e.g. Constitution, Emancipation Proclamation, etc.) (3)
- Geography**
- Understands common features of landforms and bodies of water (7)
 - Recognizes the relationship between climate and geography (7)
 - Understands how landforms occur (7)
 - Demonstrates and understanding of the interactions between people and the environment, including the: (7)
 - Use of waterways for transportation
 - Relationship between natural resources and population
 - Pollution of natural resources
 - Adaptation of people to a climate
 - Difference between natural and constructed features
 - Recognizes influence of geography and natural resources in the development of Native American cultures of the United States (4,6,7)

Recognizes how the geography of an area and the reasons for its settlement led to differences in the colonies (7,2))

Economics Identifies the type of transportation used for an economic purpose (5)

Recognizes the effect of changes in transportation (5,7)

Identifies a method for conserving a natural resource (7)

Identifies manufactured products (5)

Understands the role of manufacturing in economic improvement (5)

Understands economic interdependence (5)

Identifies aspects of city planning (5,7)

Recognizes significant advances in the transportation of goods (5,7)

Understands pros and cons of various forms of energy production (7)

Demonstrates an understanding of the history of economics (4,5)

Understands the importance of transportation developments in the expansion and the settlement of the U.S. (e.g. canals, steamboat, railroads, etc.) (5)

Political Science

Understands levels and branches of government (2,3)

Understands the purpose of legislation (2,3)

Identifies the purpose of government offices/services (2,3)

Describes the 3 branches of government and their respective powers (2,3)

Compares the governmental systems of Canada, Mexico, and the U.S. (2,3,6)

Sociology

Anthropology Understands economic competition (5,6)

Recognizes common problems shared by immigrants (1,4,6)

Relates culture to ethnicity (6)

Recognizes special characteristics of the U.S. which result from its ethnic diversity (6)

Related Social Science

Relates labor to product (5)

Relates types of clothing to climate (5,7)

Compares types of clothing (5,6)

Recognizes a cultural attitude (6)

Identifies common historical artifacts

Identifies leaders and techniques used to work non-violently for peace and justice prior to 1865 (7)

Analyzes the impact of new developments in science and technology on business, labor, agriculture, transportation, communications, the environment, and on social and cultural developments (e.g. cotton gin, steam engine, clipper ships, etc.) (4,5,7)

Recognizes that there are often at least 2 points of view on an idea and moral judgment must be used as part of the discernment process as to right action (4,6)

Describes cultural similarities and differences between Mexico, Canada, and the U.S. (6)

Map Skills

Demonstrates the ability to locate and describe places
Using standard symbols
Relative to direction

Demonstrates the ability to compare distances

Demonstrates the ability to determine direction from orientation

Demonstrates the ability to integrate information from multiple maps

Demonstrates the ability to trace routes of travel

Demonstrates the ability to visualize a landscape

Sixth Grade

- History** Identifies the origins of a regional characteristic (6)
- Understands reasons for immigration (1, 4, 5, 6)
- Understands the feudal system (2)
- Identifies reasons for colonization (2, 3, 6)
- Demonstrates a knowledge of the Middle Ages (2)
- Reads a time line and makes inferences
- Manes an inference based on archaeological findings
- Geography** Understands the effect of climate and natural resources on population (7)
- Demonstrates an understanding of the interactions between people and the environment, including the: (7,4)
- Adaptation of people to a climate
 - Pollution of natural resources
 - Difference between natural and constructed landscape features
 - Relationship between location and economics
 - Relationship of climate and soil to crops
 - Effect of agriculture on population
- Economics** Understands the role of manufacturing in economic improvement (5)
- Identifies aspects of city planning (7)
- Recognizes significant advances in the transportation of goods (4,5)
- Understands pros and cons of various forms of energy production (7)
- Demonstrates an understanding of the interdependence of people (6)
- Recognizes the relationship between economics and education (4,5)
- Reads a time line and makes inferences
- Demonstrates an understanding of the history of economics (5)
- Understands supply and demand (4, 5, 6)

**Political
Science**

Understands the purpose of legislation (2, 3)

Identifies the purpose of government offices/services (2, 3)

Sociology

Anthropology Understands economic terminology (5)

Recognizes common problems shared by immigrants (4, 5, 6)

Relates culture to ethnicity (6)

Identifies activities of archaeologists

Related

Social Science Identifies common historical artifacts (6)

Interprets a political cartoon (2, 3)

Demonstrates an understanding of ancient religions (1, 2, 6)

Recognizes common elements of major world religions (1, 2, 6)

Map Skills

Demonstrates the ability to locate and describe places:

Using standard symbols

Relative to orientation

Relative to distance and direction

Compares distances

Determine travel time on a given route

Integrates information from multiple maps.

Demonstrates ability to visualize a landscape

Demonstrates ability to trace routes of travel

Demonstrates ability to interpret information and make inferences

Seventh Grade

- History**
- Understands the feudal system (2, 5)
 - Identifies reasons for colonization (2, 4, 5, 7)
 - Demonstrates a knowledge of the Middle Ages (2)
 - Reads a time line and makes inferences
 - Makes an inference based on archaeological findings
 - Demonstrates an understanding of the history of democracy in other nations (2, 3)
 - Recognizes the influence of political beliefs on leaders (2, 3)
 - Generalizes about the significance of a historical event
 - Defines the Cold War (6, 7)
- Geography**
- Understands the effect of climate and natural resources on population (7)
 - Demonstrates an understanding of the interactions between people and the environment including the: (7)
 - Importance of flood plains
 - Impact of constructed waterways
 - Relationship between location and economics
 - Relationship between crops and climate
 - Effect of agriculture on population
- Economics**
- Recognizes the relationship between economics and education (4, 5)
 - Reads a time line and makes inferences
 - Understands the role of manufacturing in economic improvement (4, 5, 6)
 - Demonstrates an understanding of the interdependence of people (1, 4,5 ,6)
 - Applies the principle of supply and demand (4, 5, 6)
 - Interprets a political cartoon related to supply and demand (3, 5)

Political Science

Explains powers of the federal government (2, 3)

Recognizes the need for amending the Constitution (2, 3)

Interprets a political cartoon (2, 3)

Identifies the role of a United States ambassador (2.3.6)

Sociology

Anthropology Identifies activities of archaeologists

Demonstrates an understanding of the relationship between individual action and civil rights (2, 3)

Identifies ethnic origins (6)

Compares cultures (1, 4, 6)

Identifies aspects of culture (1, 4, 6)

Related**Social Sciences**

Demonstrates an understanding of ancient value systems (1, 2, 6)

Recognizes common elements of major world religions (1, 2, 6)

Interprets a political cartoon (2, 3)

Map Skills

Demonstrates the ability to locate and describe places:
Relative to distance and direction
From latitude and longitude

Demonstrates the ability to:
Compare distance
Determine travel time on a given route
Compare directions

Eighth Grade

- History** Demonstrates an understanding of the history of democracy in other nations (2, 3)
- Recognizes the influence of political beliefs on leaders (2, 3)
- Generalizes about the significance of an historical event
- Defines the Cold War (6, 7)
- Identifies causes of the Civil War (1, 2, 3, 5)
- Recognizes the domestic conflict that existed during the Vietnam War (1, 2,3,6)
- Relates Western expansion to the Civil War (2, 3)
- Gives an example of abolitionist behavior (1, 2, 3, 4, 6)
- Recognizes causes of the American Revolution (1, 2, 3, 6)
- Geography** Demonstrates an understanding of the interactions between people and the environment (7)
- Demonstrates an ability to read and interpret a map, including: (7)
- Selecting routes for air travel
 - Reading latitude and longitude
 - Reading a compass
 - Relating location to time
- Economics** Reads a graph to compare energy consumption among nations (4, 5, 7)
- Interprets a political cartoon related to supply and demand (4, 5)
- Understands the role of World War II on ending the Great Depression (5)
- Cites reasons for the move from rural to urban areas around the turn of the century (5, 7)
- Recognizes the relationship between technology and the spread of culture (5, 7)
- Understands the relationship between supply and demand (4, 5)

**Political
Science**

Interprets a political cartoon related to services of government (2, 3)

Explains powers of the federal government (2, 3)

Recognizes the need for amending the Constitution (2, 3)

Identifies the role of a United States ambassador (2, 3, 6)

Demonstrates an understanding of elected and appointed offices of government (2, 3)

Identifies an example of civil disobedience (1, 2, 3, 4, 6)

Understands the history of women's rights (1, 2, 3, 4, 6)

Identifies civil rights (1, 2, 3, 4, 6)

Recognizes ongoing political issues (2,3)

Sociology

Anthropology Demonstrates an understanding of the relationship between individual action and civil rights (2,3)

Identifies ethnic origins (1,6)

Compares cultures (4,6)

Identifies aspects of culture (6)

Cites examples of cultural change (6)

Uses factual information to generalize about a culture (6)

**Related
Social
Science**

Interprets a political cartoon (2,3)

Recognizes the value of native cultures (1,6)

Map Skills

Demonstrates the ability to locate and describe places:

Using standard map symbols

Relative to distance and direction

From latitude and longitude

Demonstrates the ability to determine the direction of river flow

Demonstrates the ability to compare directions

Demonstrates the ability to compare distances

Demonstrates the ability to use a scale of miles to determine distance

Demonstrates the ability to determine travel time on a given route

Demonstrates the ability to integrate and interpret:

Geographic information

Sociological information

Symbolic economic data

Demonstrates the ability to:

Visualize a landscape

Trace routes of travel

Make inferences about the effects of geographic location on:

Seasons

Time zones