

Historical Literacy

- _____ Relate celebrations to the events and people that evoked their development
- _____ Identify the current president

Ethical Literacy

- _____ Develop respect for the human dignity of all people
- _____ Demonstrate respect for self, others, and property
- _____ Recognize the difference between right and wrong
- _____ Recognize the need for conservation of the environment

Cultural Literacy

- _____ Explore customs and cultures
- _____ Identify symbols of cultural holidays
- _____ Recognize and accept cultural likenesses and differences

Geographic Literacy

- _____ Memorize phone number and address
- _____ Utilize directional words
- _____ Create community awareness
- _____ Experience maps and globes
- _____ Experience other parts of the world through story, song, and art
- _____ Identify specific locations within your school

Economic Literacy

- _____ Identify community helpers
- _____ Recognize the relevance of money and saving
- _____ Recognize basic human needs
- _____ Articulate appropriate ecological practices

Sociopolitical Literacy

- _____ Recognize the family as the basic foundation of society
- _____ Recognize that responsibilities must be shared in a family
- _____ Discuss different family units
- _____ Recognize the need to care for others and the environment
- _____ Recognize authority figures at home, school and community
- _____ Experience concept of voting and majority rules

National Identity

- _____ Recognize national symbols
- _____ Recite Pledge of Allegiance
- _____ Celebrate specific national and religious holidays

Constitutional Heritage

- _____ Recognize the need for rules
- _____ Recognize the rules of home, school, community

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situations
- _____ Recognize the rights of self and others
- _____ Recognize the need to care for others and the environment
- _____ Develop and follow classroom rules
- _____ Participate in classroom jobs
- _____ Identify and follow school rules
- _____ Demonstrate conflict resolution skills
- _____ Know an emergency phone number and fire procedures
- _____ Volunteer when need arises

Basic Study Skills

- _____ Recognize basic concepts of time: clock and calendar
- _____ Demonstrate sequencing
- _____ Demonstrate knowledge of simple graphs

Critical Thinking Skills

- _____ Use sequencing to note events
- _____ Make predictions
- _____ Recognize likenesses and differences
- _____ Recognize examples of cause & effect

Participation Skill

- _____ Communicate one's idea verbally to the class
- _____ Listen while others talk
- _____ Demonstrate ability to take turns in a group

Historical Literacy

- _____ Relate celebrations to the events and people that evoked their development
- _____ Identify the current president

Ethical Literacy

- _____ Develop respect for the human dignity of all people
- _____ Demonstrate respect for self, others, and property
- _____ Use opportunities for moral decision making
- _____ Recognize the difference between right and wrong and that actions have consequences
- _____ Recognize how family, community and school experiences affect individuals
- _____ Recognize the need for conservation of the environment

Cultural Literacy

- _____ Explore customs and cultures
- _____ Explore how various cultures have contributed to the development of the U.S.
- _____ Recognize and accept cultural likenesses and differences
- _____ Identify symbols of cultural holidays

Geographic Literacy

- _____ Utilize directional words (over, under,)
- _____ Distinguish between land and water on a map or globe
- _____ Recall phone number and home address

- _____ Experience a variety of maps and globes
- _____ Locate the city, state and USA on a map and globe

Economic Literacy

- _____ Identify community helpers
- _____ Recognize the relevance of money and saving
- _____ Apply appropriate ecological practices
- _____ Recognize basic human needs versus wants

Sociopolitical Literacy

- _____ Recognize the family as the basic foundation of society
- _____ Identify each family member and family responsibilities
- _____ Recognize the concept of voting and majority rule
- _____ Recognize authority figure at home, school and parish
- _____ Recognize the need to care for others and the environment
- _____ Distinguish different family units

National Identity

- _____ Recognize national symbols
- _____ Recite Pledge of Allegiance and sing patriotic songs
- _____ Recognize and celebrate specific national and religious holidays

Constitutional Heritage

- _____ Recognize the need to obey rules and laws
- _____ Recall the rules of home, school, community
- _____ Recognize that some leaders are elected

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situations
- _____ Recognize the need to care for others and the environment
- _____ Identify and follow school rules
- _____ Develop and follow classroom rules
- _____ Demonstrate appropriate responsible behavior
- _____ Know an emergency phone number and fire procedures

- _____ Participate in classroom jobs
- _____ Demonstrate conflict resolution skills
- _____ Volunteer to help when need arises

Basic Study Skills

- _____ Utilize calendar and clock
- _____ Gather information and list data
- _____ Identify the United States on a map and globe
- _____ Utilize terminology today, tomorrow, and yesterday
- _____ Demonstrate knowledge of simple graphs
- _____ Listen to patriotic stories and songs
- _____ Expand oral vocabulary (interpret pictures; be able to classify)

Critical Thinking Skills

- _____ Identify events in proper sequence
- _____ Utilize alternatives in problem solving
- _____ Recognize that the environment is changed by man as well as nature
- _____ Make predictions and evaluate results
- _____ Recognize likenesses and differences
- _____ Recognize examples of cause and effect

Participation Skill

- _____ Communicate orally and participate in group projects
- _____ Listen while others talk
- _____ Demonstrate ability to take turns
- _____ Recognize the different roles in cooperative learning
- _____ Demonstrate respect for others

Historical Literacy

- _____ Identify selected individuals and their contributions: e.g. Columbus, George Washington, Abraham Lincoln, Martin Luther King, Johnny Appleseed, Thomas Jefferson, Mother Theresa, Pope John Paul II, etc.
- _____ Recognize that U.S. History is centered upon the expansion of freedom and religious rights
- _____ Relate celebrations to the events that evoked their development

Ethical Literacy

- _____ Identify groups that make up a community and describe how individual and group needs are met through cooperation of people in the community
- _____ Demonstrate how group participation develops an awareness of other people's rights and needs
- _____ Explain how family, community and school experiences affect each individual in the group
- _____ Continue practicing conservation of the environment
- _____ Develop respect for the human dignity of all people

Cultural Literacy

- _____ Recognize the cultural heritage of individuals in the classroom
- _____ Identify the presence of different customs of different cultures
- _____ Compare and contrast the different customs of each one in the class
- _____ Describe how various cultures have contributed to the development of the U.S. such as: Pilgrims, Native Americans, immigrants, and other ethnic groups

Geographic Literacy

- _____ Describe and compare land and water masses
- _____ Tell how a globe represents the shape of the earth
- _____ Identify directions to definite locations
- _____ Name the land and water masses of the world
- _____ Identify the continents
- _____ Recognize symbols on a map
- _____ Identify terms to understand time: yesterday, today, tomorrow (strategy: timelines)

Economic Literacy

- _____ Identify the reasons for saving money
- _____ Identify the difference between goods and services
- _____ Explain how the ads in newspapers and commercials on TV influence ones' purchase of goods & services
- _____ Illustrate how technology influences societies change in goods and services
- _____ Identify school groups that provide service
- _____ Identify our country's currency

Sociopolitical Literacy

- _____ Identify the family as the basic foundation of society
- _____ List the responsibilities each one has to share in a family
- _____ Describe the meaning of a neighborhood
- _____ Identify service organizations that help people in a neighborhood
- _____ Identify and explain ways people adapt to their environment: shelter, clothing, food
- _____ Describe similarities & differences in family customs, traditions and religions, and the multicultural/multi-ethnic nature of the American people

National Identity

- _____ Identify symbols and sayings that represent American democracy (American Flag, Pledge of Allegiance, Uncle Sam, etc.)
- _____ Recall the basic stories, poems, and patriotic songs that speak of national pride
- _____ Identify national landmarks
- _____ Name and explain the significance of holidays, feast, & festivals: e.g. Presidents Day, Memorial Day, Thanksgiving, Fourth of July, Arbor Day
- _____ Identify patriotic symbols: Eagle, U.S. Seal, Statue of Liberty, American Flag, Virginia Flag
- _____ Recite the Pledge of Allegiance

Constitutional Heritage

- _____ Explain that the American government was started because of the desire to be free of English domination
- _____ Recognize that America is a democracy
- _____ Identify one's rights and responsibilities as a citizen
- _____ Illustrate the need to obey the laws

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situations
- _____ Identify school and community laws
- _____ Recognize the need for rules
- _____ Define human rights
- _____ Demonstrate a respect for the country
- _____ Illustrate the responsibilities of good citizenship
- _____ Demonstrate responsibility for one's own actions and help others to do the same
- _____ Demonstrate conflict resolution skills
- _____ Demonstrate the importance of respecting and conserving the environment
- _____ Volunteer when a need arises

Basic Study Skills

- _____ Recall stories about the leaders of our country
- _____ Record information on leaders, events, and other data
- _____ Develop projects to reinforce social studies information

Critical Thinking Skills

- _____ Interpret pictorial information
- _____ List likenesses and differences of historical events
- _____ Distinguish between fact and opinion
- _____ Draw a conclusion as to "what could have happened if..."
- _____ Investigate a timeline of historical events
- _____ Distinguish between a cause and an effect

Participation Skills

- _____ Demonstrate the postures and reverence expected during national anthem and celebrations
- _____ Identify how groups are interdependent and cooperative
- _____ Illustrate how a group can influence a community decision
- _____ Express one's idea on an event to a group
- _____ Participate in group projects
- _____ Demonstrate ability to listen to other's ideas
- _____ Demonstrate respect for others

Historical Literacy

- _____ Identify and describe the wide variety of experiences that are a part of the settlement of the U.S.
- _____ Illustrate the role of leading individuals in American history
- _____ Define the freedoms we have in a democratic society

Ethical Literacy

- _____ Develop respect for self, others, and country; sensitive to needs of others
- _____ Identify issues of peace and justice
- _____ Define human rights
- _____ Explain the laws to protect the human dignity of all people
- _____ Identify basic human needs

Cultural Literacy

- _____ Identify ethnic groups in neighborhood, communities and nation being aware of their culture
- _____ Identify special character of U.S. as a result of ethnic diversity
- _____ Describe different cultures; celebrate their traditions

Geographic Literacy

- _____ Identify and locate geographic features on a map and globe
- _____ Use interpret, construct simple maps
- _____ Identify local landmarks
- _____ Recall cardinal directions

Economic Literacy

- _____ Make consumer decisions based on economical information
- _____ Illustrate wise use of resources
- _____ Distinguish needs and wants
- _____ Explain the roles of banks

- _____ Illustrate that we are taxed and purpose of taxation
- _____ Explain factories as an efficient means of producing goods
- _____ Discuss how inventions help to meet the needs of society
- _____ Design an invention to help the needs of society
- _____ Illustrate earning, spending, and saving money

Sociopolitical Literacy

- _____ Compare and contrast communities
- _____ Recognize the problems of homelessness
- _____ Demonstrate one's right to vote in a mock election
- _____ Demonstrate an awareness of current events

National Identity

- _____ Identify leaders of our nation
- _____ Review symbols, sayings & landmarks that represent American democracy (flag, pledge, etc.)
- _____ Demonstrate awareness of national customs and traditions
- _____ Recall the significance of national holidays
- _____ Identify nation's capital as Washington, D.C.
- _____ Identify the Declaration of Independence and the Bill of Rights

Constitutional Heritage

- _____ Recognize the role of leadership in the development of our nation
- _____ Review rules and laws and respect rights of others
- _____ Define our nation as a free democratic country

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situation
- _____ Recognize the importance of voting, majority rule in decision making, with an understanding of the needs for rules and laws
- _____ Develop pride in one's own work, good work habits and demonstrate an appreciation of the dignity in all occupations
- _____ Demonstrate peoples' ability to contribute to society by acting as responsible citizens

- _____ Practice decision making skills that allow cooperation to occur and conflicts to be resolved
- _____ Demonstrate an awareness of the importance of respecting and conserving environment
- _____ Volunteer when need arises

Basic Study Skills

- _____ Identify, list, locate, memorize, review, label, order, summarize, interview, create, write, interpret, classify or record:
 - maps, charts, globe, graph, scales
 - data, photographs, tables, parts of book
 - timelines, reference materials, information on leaders and events
 - calendars, schedules, diagrams
 - reports, stories
- _____ Demonstrate one's ability to follow oral and written directions

Critical Thinking Skills

- _____ Interpret cause and effects, fact and opinion, point of view
- _____ Compare and contrast situations
- _____ Recall, predict, draw conclusions
- _____ Make inferences and decisions
- _____ Draw conclusions/solutions
- _____ Predict outcomes
- _____ Identify and express preferences and opinions, point of view
- _____ Classify, generalize, and differentiate
- _____ Identify sequence of events
- _____ Identify main issues in problems

Participation Skills

- _____ Participate in cooperative learning experiences
- _____ Participate in peer teaching
- _____ Demonstrate involvement in dramatizations and simulations
- _____ Report in written and oral form

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**Social Studies Curriculum
Diocese of Richmond**

Grade 2

- _____ Participate on individual and group projects
- _____ Show one's ability to listen to others as well as to contribute to discussions
- _____ Demonstrate respect for others

Historical Literacy

- _____ Investigate the role of leading individuals in American history
- _____ Identify the importance of U. S. documents
- _____ Articulate how our country's history centers around freedom & democracy
- _____ Research the history of your own community
- _____ Compare and articulate why and when early settlements were established
- _____ Articulate the meaning & significance of the pledge of allegiance and other patriotic symbols
- _____ Articulate how individuals, communities, and nations take pride in their heritage
- _____ Articulate the meaning of "immigrants" and their roles in national and community development
- _____ Recall some of the events of the colonial period of America
- _____ Recall events of the American Revolution

Ethical Literacy

- _____ Recall that people must work together and follow laws and rules
- _____ Recall the importance of conserving resources and using them wisely
- _____ Demonstrate values through the use of current events
- _____ Contrast how determination of right and wrong behavior differs among communities
- _____ Articulate how many factors contribute to a community's beliefs of acceptable conduct
- _____ Demonstrate one's commitment toward the improvement of society
- _____ Construct a solution of a social problem
- _____ Recall the dignity and worth of other races and places
- _____ Recognize and reject stereo typing
- _____ Investigate the diversity of the local community

Cultural Literacy

- _____ Define culture
- _____ Explain the ways different groups celebrate their heritage
- _____ Articulate and share the importance of one's own family and culture
- _____ Articulate how religion plays a role in society
- _____ Contrast and compare customs & traditions
- _____ Collect data that gives some knowledge of technological changes that affect the lives of all Americans

Geographic Literacy

- _____ Apply cardinal and intermediate directions
- _____ Identify and use: pictorial symbols, map key, symbols for communities and cities, boundaries, compass rose, bar scale
- _____ Identify hemispheres, continents, islands, peninsulas and bodies of water, equator
- _____ Identify and use: political, physical resource, road and historical map
- _____ Read and interpret a grid map and map scales
- _____ Draw a simple map with legend and directional symbols
- _____ Articulate an understanding of latitude, longitude, timeliness and graphs
- _____ Use reference materials as encyclopedias, atlases, globes, maps
- _____ Identify the 50 states
- _____ Recognize the importance of natural resources and conservation
- _____ Compare and contrast rural, suburban, urban lifestyles
- _____ Locate and become familiar with local landmarks

Economic Literacy

- _____ Articulate the importance that industry/services and goods affect the economy of a community
- _____ Assess the value and use of comparative shopping
- _____ Explain interdependence of people and groups
- _____ Compare and contrast various occupations and careers
- _____ Identify examples of how technology influences the ways community members earn a living
- _____ Explain the choices one must make as producer or consumer

Sociopolitical Literacy

- _____ Recall that community and national leaders are chosen by the people through elections
- _____ Recall and appreciate that individuals contribute to the well-being of society
- _____ Compare several points of view for ideas
- _____ Identify political, religious and economic problems
- _____ Identify ways in which communities solve problems
- _____ Demonstrate responsibility within the community

National Identity

- _____ Recognize that the special character of the U. S. results from its ethnic diversity
- _____ Identify and appreciate American holidays
- _____ Show that national symbols and landmarks give meaning to our American heritage
- _____ Recite the Pledge of Allegiance and patriotic songs
- _____ Identify national, state and local leaders

Constitutional Heritage

- _____ Recall the significance of important U. S. documents such as the Declaration of Independence, the Constitution, Bill of Rights
- _____ Identify the three branches of government and the work of each branch
- _____ Define and explain a democracy

Civic Values, Rights, Responsibilities

- _____ Demonstrate appropriate manners in all situations
- _____ Articulate what it means to be a good citizen
- _____ Show how to develop a respect for rules
- _____ Articulate the importance of voting and decision-making
- _____ Demonstrate the importance of tolerance, freedom, and cooperation
- _____ Identify leadership roles in family, school, and neighborhood groups
- _____ Demonstrate conflict resolution
- _____ Volunteer when the need arises

Basic Study Skills

- _____ Recall sequence of events, similarities and differences
- _____ Interpret photographs, read timelines, flow charts, graphs and tables
- _____ Identify and use social studies vocabulary and terms
- _____ Identify and use an atlas
- _____ Gather and assess information by: observing, interviewing, using reference materials and community directories

- _____ Read, discuss and interpret oral and written directions
- _____ Locate information using table of contents, glossary, index and appendix
- _____ Organize ideas to prepare a written research report
- _____ Learn simple outlining techniques and note taking
- _____ Demonstrate library skills
- _____ Identify the different parts of a newspaper

Critical Thinking Skills

- _____ Select and defend positions
- _____ Identify and analyze problems
- _____ Predict consequences
- _____ Evaluate arguments by reviewing the facts
- _____ Compare the difference between fact and opinion, cause and effect
- _____ Read and interpret captions
- _____ Classify information
- _____ Articulate various points of view
- _____ Identify sequences of events

Participation Skill

- _____ Participate in mock elections
- _____ Participate in cooperative learning situations
- _____ Participate in classroom projects
- _____ Conduct interviews
- _____ Construct class rules
- _____ Prepare and give oral reports
- _____ Demonstrate respect for others

Historical Literacy

- _____ Analyze causes of American Revolution and Virginia's role in it
- _____ Discuss Virginia history through first half of 19th century
- _____ Explore current issues in Virginia
- _____ Trace history through chronological events
- _____ Identify Virginia's major historical events and figures
- _____ Analyze Virginia's place in history and its relationship to the economy, cultural growth and politics of the union

Ethical Literacy

- _____ Recognize points of view on issues
- _____ Examine ways to preserve and extend justice, freedom, equality and human rights
- _____ Recognize ways to show respect for natural resources
- _____ Formulate rules of fair play
- _____ Describe First Amendment freedoms
- _____ Analyze the Constitution and Bill of Rights
- _____ Assess the slavery issue and American Indian situation
- _____ Identify key principles of the Virginia statute of Religious Freedom and Virginia Declaration of Rights
- _____ Show value of obeying laws and rules
- _____ Relate history and geography to God's creation of life
- _____ Show the relationship of the moral codes to basic sense of right and wrong
- _____ Explain one's responsibility as an American Citizen

Cultural Literacy

- _____ Recognize the importance of family
- _____ Explain role that religion plays in society
- _____ Recognize architecture as an expression of life
- _____ Articulate how the arts contribute to culture
- _____ Compare and contrast cultural diversity
- _____ Recall the contributions various individuals and groups have made to nation
- _____ Investigate and describe various Virginian lifestyles
- _____ Articulate how racial diversity can be a source of strength

Geographic Literacy

- _____ Identify regions of the earth and U.S.
- _____ Identify and know capitals and state locations
- _____ Compare and contrast different types of maps (relief, physical, products, etc.)
- _____ Name and label major cities, rivers, regions in Virginia
- _____ Name and locate 7 continents and oceans
- _____ Know the major regions of VA
- _____ Use different types of maps
- _____ Identify state names in U.S. and countries throughout world
- _____ Recognize regions of U.S. and their land forms, water bodies, climate and resources
- _____ Recognize the influence of Virginia's geography upon its history
- _____ Analyze the effects of physical features of a region on the growth of industries and population
- _____ Recognize the impact of tourism in Virginia

Economic Literacy

- _____ Evaluate the effect of trading, buying and selling
- _____ Recall the importance of natural resources
- _____ Discuss the economic responsibilities of individual in a democracy
- _____ Locate Virginia's natural resources
- _____ Verify how slavery affected economic conditions
- _____ Identify how our economic future depends on regional sharing of resources
- _____ Distinguish between goods and services and their value on society
- _____ Compare and contrast the agricultural development and the Industrial Revolution in Virginia
- _____ Demonstrate positive attitude in work
- _____ Identify types and purpose of taxes in Virginia

Sociopolitical Literacy

- _____ Assess the value of individual freedom in the making of political economic decisions
- _____ Explore plantation life in Virginia
- _____ Summarize the need for cooperation and participation among different groups

- _____ Articulate the development of democratic government
- _____ Assess how technology causes change in the way Virginians live
- _____ Define social and political issues
- _____ Investigate the social and political beliefs of prominent Virginians

National Identity

- _____ Explain what it means when we say that Virginia is a Commonwealth
- _____ Recognize the meaning of the democratic process and its effect on those governed
- _____ Identify ways in which one exhibits pride in being an American
- _____ Identify the meanings of state and national symbols
- _____ Identify and use various patriotic songs, holidays, art & literature
- _____ Identify and define the three branches of government
- _____ Investigate the major documents
- _____ Investigate the struggles & sacrifices which led to the evolution of our nation as it is today
- _____ Identify the influence the American Revolution had on our country

Constitutional Heritage

- _____ Assess the origin of Virginia's early government, its process and leaders
- _____ Analyze the structure and function of local, state and federal government
- _____ Discuss the people's ability to make choices in a democracy
- _____ Research material on the Virginians who wrote the early documents
- _____ Identify the rights and liberties of individuals in the nation
- _____ Identify Virginia's contributions to the nation

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situations
- _____ Outline one's personal responsibility in furthering a peaceful and just society
- _____ Recognize how much of our state's history is based on patterns of expanding freedoms & democratic rights
- _____ Outline how citizens can contribute to the well-being of society

- _____ List ways in which one can participate in events and projects which promote common unity
- _____ Compare the distinction between the rights of a citizen and responsibilities of a citizen
- _____ Identify the ways of resolving conflicts in appropriate manner
- _____ Identify importance of resource conservation
- _____ Volunteer when need arises

Basic Study Skills

- _____ Identify and interpret maps, globes, charts, graphs, diagrams, time-lines, time zones, photographs
- _____ Use simple outlining, webbing, note taking
- _____ Utilize the textbook as a learning tool
- _____ Use resource materials for research

Critical Thinking Skills

- _____ Compare and contrast facts and opinions, cause & effect
- _____ Analyze and interpret information
- _____ Outline solutions using problem solving skills
- _____ Compare and contrast early Virginia life to present

Participation Skills

- _____ Participate in cooperative learning groups
- _____ Participate in debates/discussions and role playing
- _____ Conduct peer reviews
- _____ Construct models
- _____ Collect and discuss newspaper articles relating to social studies topics
- _____ Visit historical points of interest
- _____ Create research papers, reports and projects
- _____ Participate in mock elections
- _____ Use information from visiting guest speakers
- _____ Demonstrate respect to others

Historical Literacy

- _____ Describe & explain significant events in the establishment of America as an independent nation
- _____ Describe timeline showing the chronology of U. S. history in addition to significant events in other parts of the world
- _____ Identify key individuals and documents, which contributed to development of the U. S.
- _____ Name & describe technological advances which had an effect on the development of the U. S.
- _____ Summarize the growth of U. S. History according to thematic eras
- _____ Interpret political cartoons

Ethical Literacy

- _____ Demonstrate respect for each person and our multicultural, multi-ethnic population
- _____ Develop a respect for the rights of others while exercising one's own rights through discussion of significant American documents
- _____ Explore how the development of the U. S. caused people to depend on each other
- _____ Develop rules of fair play using historical and current resources and apply them to classroom life
- _____ Recognize the democratic values of the U. S. and how to uphold these values as an individual
- _____ Explain one's responsibility as a U.S. citizen

Cultural Literacy

- _____ Recognize that the nation's culture is enriched by a multicultural population
- _____ Recognize the contributions of the cultures of various groups (i.e., Native Americans, African-American, Spanish, women) to the development of America
- _____ Explore the ways in which various cultures influenced the culture of America through art, architecture, drama, food, music, dance, religion, clothing

Geographic Literacy

- _____ Recognize the features of the geographic terrain of the world and particularly the U. S.
- _____ Summarize how the geographic features of a country influence its settlement, culture and economy
- _____ Explain how the geographic location of the U. S. and Virginia contribute to their position and influence to world affairs
- _____ Identify state names and countries throughout the world
- _____ Recognize regions of U. S. and their landform, water bodies, climate and resources

Economic Literacy

- _____ Recognize the importance of technology in the production and distribution of goods and services
- _____ Recognize and explain the changing economic goals of the U.S.
- _____ Summarize the economic concepts of human needs and wants (scarcity and choice, specialization, resources, etc.)
- _____ Compare and contrast the agricultural development and the Industrial Revolution
- _____ Describe and compare the economic development and activities of different countries or regions and why trade is essential

Sociopolitical Literacy

- _____ Identify groups that contributed to the development of the U. S.
- _____ Summarize the need for cooperation and participation among different groups
- _____ Identify and describe social issues that are important in the world today

National Identity

- _____ Identify the basic ideals of American democracy e.g., freedom, Justice, equity, dignity, brotherhood and worth of all people
- _____ Identify the 3 branches of government
- _____ Compare & contrast the 3 branches of government
- _____ Describe the effect of the culture of Native Americans on our National Identity

Constitutional Heritage

- _____ Explore the Constitution and Bill of Rights
- _____ Summarize the events surrounding the development of the Declaration of Independence and the Constitution
- _____ Recognize the rights and responsibilities of the Bill of Rights

Civic Values, Rights, Responsibilities

- _____ Use appropriate manners in all situations
- _____ Explain how knowledge of current events enables citizens to be informed and responsible
- _____ Identify the ways in which people can work to change laws in the U. S.
- _____ Know the structure of the lawmaking process
- _____ Recognize Civic responsibility
- _____ Volunteer when the need arises

Basic Study Skills

- _____ Formulate a data bank of historical events noting causes and effects
- _____ Identify and discuss the important consequences of a historical event
- _____ Research and identify current issues
- _____ Follow a process to develop a historical research report
- _____ Utilize the textbook as a learning tool
- _____ Formulate time lines

Critical Thinking Skills

- _____ Create a timeline comparing U. S. growth and events to other countries
- _____ Demonstrate the skill of persuasion
- _____ Discuss events as related to cause and effect
- _____ Identify and distinguish between fact and opinion
- _____ Utilize the process of making predictions

Participation Skills

- _____ Deliver a historical speech to a group (Preamble to Constitution, Patrick Henry's Freedom speech, Gettysburg Address, Declaration of Independence)
- _____ Utilize a historical data bank to debate a historical event
- _____ Demonstrate respect for all

Historical Literacy

- _____ Identify key people, events, documents and their interrelationships as they explain trends during various periods of history of selected countries

Ethical Literacy

- _____ Explore early codes of law
- _____ Describe ethical practices in social, economic, and political spheres
- _____ Identify and evaluate civilizations in which religious beliefs were incorporated into government doctrine
- _____ Explain one's responsibility as a U.S. citizen

Cultural Literacy

- _____ Identify major characteristics of selected cultures
- _____ Identify and describe major ancient civilizations and their impact on selected present day cultures
- _____ Describe how family life is influenced by culture
- _____ Describe the influences of religion on culture
- _____ Explain how one respects other cultures

Geographic Literacy

- _____ Locate selected countries and geographical features using a variety of maps
- _____ Recognize the features of the geographic terrain of the world
- _____ Analyze how geographic features have influenced the settlement, culture, and economy of selected countries
- _____ Identify how mathematical concepts are used in the study of maps and globes

Economic Literacy

- _____ Trace the development of mediums of exchange
- _____ Examine effect of industrial revolution on world trade and economics
- _____ Identify and define basic economic concepts (i.e. cost, supply, and demand, capital scarcity, balance of trade, import and export)

- _____ Explain the correlation among economic strength, world political strength & military strength
- _____ Analyze the level of development of selected countries

Sociopolitical Literacy

- _____ Trace examples of early government and rules
- _____ Trace development of towns and cities and its impact on society
- _____ Identify the social structure of early civilizations
- _____ Recognize different political systems-past and present
- _____ Give examples of agrarian cultures
- _____ Identify world problems and the role of U. S. in these conflicts
- _____ Identify major events that led to economic, political & social changes in the world
- _____ Identify major sociological, historical and technological events and their effect on world development
- _____ Compare responsibility as a U.S. citizen to other national citizenship

National Identity

- _____ Locate countries & continents in relation to each other
- _____ Compare how the national symbols and traditions of different countries contribute to national identity and pride
- _____ Identify major world leaders

Constitutional Heritage

- _____ Explain concept of law, government, democracy, monarch, dictatorship
- _____ Identify the origins and development of legal codes from Mesopotamia, Greece, Rome, and the Holy Land
- _____ Compare the development of constitutional principles in selected countries

Civic Values, Rights, Responsibilities

- _____ Use manners appropriately in all situations
- _____ Define citizen
- _____ Explain the rights and responsibilities of citizenship

- _____ Explain the beliefs and practices concerning social and political conditions and governmental responsibilities for selected countries
- _____ Volunteer when the need arises

Basic Study Skills

- _____ Use primary and secondary resources
- _____ Interpret graphs, charts, globes, models, photographs, maps, tables and political cartoons
- _____ Retrieve, analyze, and display information by using library, community, and technology resources
- _____ Take notes and outline important information
- _____ Build a historic vocabulary
- _____ Organize and express ideas clearly in writing and in speaking
- _____ Detect bias in various forms of data
- _____ Use technology to develop charts, data sheets, spreadsheets and presentations

Critical Thinking Skills

- _____ Identify and express facts and opinions
- _____ Analyze information in order to make inferences and draw conclusions
- _____ Identify and relate cause and effect
- _____ Create data files
- _____ Debate issues of current importance
- _____ Evaluate alternatives and predict consequences

Participation Skills

- _____ Demonstrate positive group participation skills, i.e. mutual respect, individual responsibility, compromise and mutual interdependence
- _____ Engage in class discussions and debates
- _____ Engage in role playing activities
- _____ Relate personal experiences to group discussions
- _____ Demonstrate respect for all

Historical Literacy

- _____ Describe early exploration and settlement of North America
- _____ Describe colonial/revolutionary period
- _____ Describe background, writing, and institutions of U.S. constitution
- _____ Describe westward expansion
- _____ Describe Civil War, background and Reconstruction
- _____ Describe U.S. imperialism and expansion
- _____ Compare and contrast WWI, New Deal, WWII
- _____ Investigate Vietnam era
- _____ Trace U.S. Involvement

Ethical Literacy

- _____ Identify ethical choices made by societies in order to accomplish their goals
- _____ Interpret historical events in light of Christian ethical standards
- _____ Demonstrate skills in shared responsibility
- _____ Explain how the Constitution protects individuals

Cultural Literacy

- _____ Describe how migration, trade, and commerce influence cultural development
- _____ Recognize cultural diversity
- _____ Explain how religion and culture influence political decisions

Geographic Literacy

- _____ Reinforce map and globe skills
- _____ Interpret political, physical maps, and special purpose maps
- _____ Identify and locate major political subdivisions of the world
- _____ Illustrate the impact of adaptation to environment and geography on occupations, lifestyles, and military and political actions

Economic Literacy

- _____ Identify economic motives for exploration and discovery
- _____ Explain forces of economic and technological interdependence
- _____ Explain the relationship between economic strength and political strength

Sociopolitical Literacy

- _____ Identify major events that led to economic, political and social changes in the world
- _____ Identify major sociological, historical and technological events and their effect on world development

National Identity

- _____ Identify and draw connections between the different moves toward the development of a nation
- _____ Identify examples of extreme nationalism
- _____ Define ethnic identity and national identity
- _____ Recognize the status of minorities and women at different times in history
- _____ Identify local, state, and national leaders and their platforms

Constitutional Heritage

- _____ Identify and describe governments guided by a constitution for the protection of rights
- _____ Trace the development of the democratic process
- _____ Demonstrate how selected nations have unique constitutional heritages
- _____ Identify how current issues relate to constitutional changes
- _____ Enumerate how Constitutional Amendments affect life

Civic Values, Rights, Responsibilities

- _____ Use manners appropriately in all situations
- _____ Explain the beliefs and practices concerning social and political conditions and governmental responsibilities for those conditions
- _____ Recognize the importance of citizen participation in government decisions
- _____ Discuss citizen responsibility within a free society to confront the unresolved problems of that society
- _____ Explain how the Constitution allocates power and responsibility in government
- _____ Recognize needs and volunteers

Basic Study Skills

- _____ Formalize note taking skills
- _____ Retrieve, analyze and display information by using library, community, and technology resources
- _____ Organize and express ideas clearly in writing and in speaking
- _____ Interpret graphs, charts, globes, models, photographs, maps, tables, and political cartoons
- _____ Extract significant ideas from supporting illustrative details
- _____ Use technology to develop charts, data banks, spreadsheets and presentations

Critical Thinking Skills

- _____ Analyze information in order to make inferences and draw conclusions
- _____ Compare and contrast the credibility of differing accounts of the same event
- _____ Implement debating techniques in order to form opinions on issues
- _____ Articulate how Founding Fathers viewed democracy and how to live it

Participation Skills

- _____ Demonstrate positive group participation skills, e.g. mutual respect, individual responsibility, compromise and mutual interdependence
- _____ Engage in class discussions
- _____ Engage in role playing activities
- _____ Identify the roles necessary for cooperative learning
- _____ Demonstrate respect for others
- _____ Debate how democracy differs from other forms of government

Historical Literacy

- _____ Identify and describe major western and non-western civilization as they developed and changed over time
- _____ Describe the contributions of western and non-western peoples to the growth of knowledge
- _____ Identify conflicts which came about from groups with competing goals and the ways chosen to deal with them
- _____ Compare and contrast how societies adapted to meet threats and challenges

Ethical Literacy

- _____ Demonstrate concepts of equality in social, economic, and political spheres
- _____ Recognize the dignity of all occupations
- _____ Demonstrate the relationship between freedom and responsibility
- _____ Recognize and avoid negative stereotypes
- _____ Recognize personal rights and the rights of others
- _____ Recognize natural consequences
- _____ Look at historical events and discern right and wrong
- _____ Discuss current events and evaluate how they affect values and daily lives

Cultural Literacy

- _____ Recognize cultural diversity of early North America
- _____ Describe the impact of immigration on U.S. – melting pot vs. salad bowl
- _____ Demonstrate ethnic/cultural heritage of other nations and immigrants to U.S.
- _____ Identify examples of American national heritage
- _____ Explain how traditions, beliefs, and legends have contributed to American culture

Geographic Literacy

- _____ Read and interpret maps
- _____ Analyze impact of geography on occupations, lifestyles, industry, military actions
- _____ Demonstrate use of map and globe skills to solve problems
- _____ Explain the significance of the environment and how people adapt
- _____ Refine map skills

Economic Literacy

- _____ Explain the concept of economic growth and its impact on national goals
- _____ Explain how people organize for the production, distribution, and consumption of goods and services
- _____ Explain the necessity of a healthy and sound economic system
- _____ Recognize the economic process in use today

Sociopolitical Literacy

- _____ Trace growth and development of political parties
- _____ Describe populist and progressive movements
- _____ Trace and survey growth of civil rights for minorities
- _____ Demonstrate awareness of international affairs through discussion of current events

National Identity

- _____ Describe concept of nationalism
- _____ Identify national symbols in arts, music and literature
- _____ Explain the basic concepts of the Declaration of Independence and its impact on our system of government
- _____ Describe the concept of imperialism

Constitutional Heritage

- _____ Explain philosophical background to U.S. Constitution
- _____ Trace English traditions in democratic government
- _____ Illustrate colonial traditions and revolutionary experience
- _____ Illustrate concept of natural rights, general welfare, etc.
- _____ Summarize how constitutional government was established in U.S.

Civic Values, Rights, Responsibilities

- _____ Describe principles underlying American Constitutional Democracy
- _____ Describe American heritage, beliefs, and values
- _____ Explain need for and respect for laws

- _____ Explain the rights and the responsibilities of citizens
- _____ Explore the benefits of volunteerism
- _____ Utilize a determined process of decision making
- _____ Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights

Basic Study Skills

- _____ Prepare oral and written reports
- _____ Outline and take notes
- _____ Build a vocabulary of historic terms
- _____ Select reference materials effectively
- _____ Use primary and secondary sources
- _____ Conduct interviews for oral history
- _____ Develop and interpret graphs on computer
- _____ Utilize technology to research data
- _____ Develop time-lines on computer

Critical Thinking Skills

- _____ Identify and express preferences and opinions
- _____ Generalize and identify main ideas vs. details
- _____ Make inferences and draw conclusions
- _____ Determine cause/effect
- _____ Gather information by observation/interviewing
- _____ Engage in group problem solving
- _____ Recognize exaggeration (propaganda)
- _____ Predict likely outcomes based on factual information

Participation Skills

- _____ Communicate effectively in spoken and written mode
- _____ Collect and interpret information on public issues
- _____ Describe political-legal decisions about public issues and explain these in reference to principles of justice and democracy
- _____ Work cooperatively in groups
- _____ Discuss concrete personal experiences and contribute to resolution of dilemmas
- _____ Present articles on current events and issues
- _____ Participate in mock trials & debates

Historical Literacy

- _____ Analyze world civilization as they developed and changed over time
- _____ Describe the contributions of world civilizations to the growth of knowledge
- _____ Summarize the conflicts which emanated from groups with competing goals and the means chosen to address these conflicts
- _____ Differentiate the adaptations necessary for groups to meet the challenges of survival

Ethical Literacy

- _____ Evaluate the choices of actions made by governments and individual people in order to accomplish their own goals
- _____ Analyze historical events as a reflection of or a contradiction of ethical standards

Cultural Literacy

- _____ Evaluate how migration, trade, and commerce led to diffusion of ideas
- _____ Summarize the contributions of the world's diverse peoples to the progress of civilization

Geographic Literacy

- _____ Use maps to illustrate the patterns of settlement and the movement of societies over time
- _____ Evaluate the land use patterns throughout history and the impact geography has had on where people settle and civilizations unfolded
- _____ Recognize that location caused some societies to use a variety of tactics – from war to alliances – in their quest for survival

Economic Literacy

- _____ Forecast possible effects of present economic conditions on world growth
- _____ Illustrate how an increase in wealth led societies to change from traditional economics dependent on local resources to economics dependent on mutual exchange of goods
- _____ Explain the impact of technology on world regional economies

Sociopolitical Literacy

- _____ Evaluate the growth and expansion of government institutions and their impact on the governed from pre-historic societies to the modern age
- _____ Explain how the use of power defines governmental development in various societies
- _____ Analyze how societies which excluded the interests of certain groups of citizens in the decision making process and the impact this exclusion had on the harmony and advancement of that society

National Identity

- _____ Investigate and explain the steps in the process of nation building
- _____ Evaluate the effect of extreme nationalism on world governments
- _____ Differentiate the issue of national identity vs. ethnic identity
- _____ Evaluate the impact imperialism has on the revolutionary movements in their colonies

Constitutional Heritage

- _____ Evaluate governments which include the protection of human rights in their Constitution
- _____ Evaluate the developments which contributed to the change from autocracy to democracy
- _____ Explain and illustrate the protection of human rights guaranteed in a constitution
- _____ Explain how many nations have a unique constitutional heritage

Civic Values, Rights, Responsibilities

- _____ Trace the development of democratic nations as an evolutionary process
- _____ Explain how crises have occurred when governments or individuals have failed to stress rights and responsibilities
- _____ Demonstrate how problems have been caused when a nation or people's rights were violated by aggressor nations
- _____ Explain national and international effects of dictatorial regimes

Basic Study Skills

- _____ Develop and refine the skill of note taking
- _____ Summarize important events in history
- _____ Read and interpret charts, maps, graphs, and cartoons
- _____ Analyze crisis periods in history to determine relationships between precipitating events and the actual crisis
- _____ Learn to formulate “what if” scenarios
- _____ Construct a time line depicting events for specific periods of history

Critical Thinking Skills

- _____ Analyze and interpret visual material
- _____ Evaluate advantages and disadvantages of specific courses of action that influence historical events
- _____ Determine the interrelatedness of national decision-making on the global environment

Participation Skills

- _____ Discuss the significance of historical events
- _____ Prepare oral reports incorporating a personal interpretation of historical events
- _____ Participate in cooperative projects

Historical Literacy

- _____ Develop an understanding of the impact geography has had on the story of an ethnic groups' past
- _____ Understand that movement of peoples for survival led to exchange of ideas

Ethical Literacy

- _____ Develop the concept of global interdependence through recognizing that everyone is personally responsible for conserving and preserving the resources of the planet
- _____ Verify the legitimate right of others to remain sovereign

Cultural Literacy

- _____ Explore the diversity of cultures and their impact
- _____ Examine the various sources of power found in different cultures
- _____ Recognize that cultural misunderstandings and ideas of cultural superiority may lead to conflict

Geographic Literacy

- _____ Analyze the various styles of maps
- _____ Recognize the location of the countries, prominent geographic land forms and major bodies of water of the world
- _____ Evaluate the impact of technology in society
- _____ Incorporate the five themes of geography in order to increase awareness of the world around them
- _____ Analyze the impact of geographic location on peoples who live in city, state, country, region

Economic Literacy

- _____ Recognize the diverse economic systems in the world
- _____ Analyze how climate, location, and availability of resources affect an economic system

Sociopolitical Literacy

- _____ Analyze how global interaction and decision making affect the various peoples in different countries

National Identity

- _____ Compare knowledge about other countries and cultures to that of the United States
- _____ Define how people in various geographic locations affect the development of the National Constitution

Civic Values, Rights, Responsibilities

- _____ Identify values, rights, and responsibilities of world nations
- _____ Compare the roles of world governments in regard to social conditions and government responsibilities

Basic Study Skills

- _____ Read and interpret climographs, charts, graphs, cartoons
- _____ Organize data for effective use
- _____ Survey, question, and read (SQR) strategy to learn and recall important facts and concepts
- _____ Utilize various techniques to master geographic content

Critical Thinking Skills

- _____ Analyze current geographic problems and propose solutions
- _____ Analyze how geographic position affects the interdependence of nations

Participation Skills

- _____ Demonstrate the ability to articulate and hypothesize future global realities
- _____ Work cooperatively in groups

Historical Literacy

- _____ Explore the New World with early Europeans
- _____ Describe the New Nation's foreign policy
- _____ Describe sectionalism, Civil War, Reconstruction
- _____ Trace rise of industry
- _____ Trace reform movements
- _____ Interpret the Information Age in light of technology, prosperity, and poverty
- _____ Describe the characteristics that posture the U.S. as World Power
- _____ Understand how lives are affected by Local history
- _____ Learn local facts, family genealogy
- _____ Participate in programs offered by local historical groups (reenactments, museums, etc.)

Ethical Literacy

- _____ Identify and illustrate the impact of key historical documents or constitutions that further the establishment of human rights
- _____ Compare the values of Founding Fathers
- _____ Trace the interaction of native Americans and European cultures
- _____ Analyze Civil Rights and Equal Rights Movements

Cultural Literacy

- _____ Recognize diversities while stressing similarities of cultures

Geographic Literacy

- _____ Identify land and water routes in the settlements of North America
- _____ Diagram the geographic positions of WWI Europe, WWII Europe, Korea, Vietnam, Middle East
- _____ Identify on a map the location of all countries with which the U.S. has interacted
- _____ Identify geographic and cultural barriers to expansion of the U.S.

Economic Literacy

- _____ Apply vocabulary of economic terms
- _____ Interpret maps, graphs, charts and statistics to evaluate historical economics in

U.S. History

- _____ Compare the economic policies of today with a decade within the 20th century

Sociopolitical Literacy

- _____ Evaluate the impact of political cartoons in U.S. History
- _____ Recognize American political platforms and voting patterns as a reflection of public opinions

National Identity

- _____ Explain the significance of national symbols
- _____ Describe the contributions of the pioneer spirit and Puritan ethic to our national identity
- _____ Recognize changing characteristics of national spirit
- _____ Recognize important dates and events of our national growth

Constitutional Heritage

- _____ Trace the influence of key historical documents on the U.S. Constitution
- _____ Describe the elements of the U.S. Constitution
- _____ Recognize the forces of society that fostered the addition of amendments
- _____ Trace the rise of the dual party system

Civic Values, Rights, Responsibilities

- _____ Identify rights and responsibilities of citizens as defined in U.S. Constitution
- _____ Discuss the implications of democracy on our society

Basic Study Skills

- _____ Sequence historical events
- _____ Separate fact from opinion
- _____ Locate and use primary source documents
- _____ Detect bias
- _____ Write a research paper utilizing primary and secondary sources

Critical Thinking Skills

- _____ Analyze past and present U.S. conflicts
- _____ Evaluate application of democratic principles throughout U.S. History
- _____ Synthesize examples of political goals as implemented in foreign and domestic policies
- _____ Evaluate minority movements in the U.S.

Participation Skills

- _____ Demonstrate the ability to articulate the principles of democracy
- _____ Utilize a process for conflict resolution
- _____ Discuss current events and issues
- _____ Write critical opinions
- _____ Debate historical and current issues

Historical Literacy

- _____ Analyze the influence of European political philosophy on U.S. structure
- _____ Trace the factors that influence the Federal Constitutions, Court cases, Landmark elections
- _____ Analyze the types of colonial government and their influence on our U.S. government
- _____ Analyze how the court decisions have affected our government

Ethical Literacy

- _____ Appraise Civil Rights movement as it was influenced by legislation and court cases
- _____ Compare the values of Founding Fathers
- _____ Determine and evaluate the process of campaigns and elections
- _____ Identify ethical standards of behavior to which elected officials should be held accountable
- _____ Use Christian values to evaluate the processes used in considering war to resolve conflict

Cultural Literacy

- _____ Compare and contrast government organizations and agencies designed to meet the needs of different cultures in the U.S. society
- _____ Trace the relocation and growth of ethnic groups as evidenced in the U.S. census and voting patterns

Geographic Literacy

- _____ Evaluate the development of legislative and judicial districts
- _____ Identify the geographic impact of selected major U.S. court cases

Economic Literacy

- _____ Describe taxing and spending powers
- _____ Describe government purchasing and accounting practices
- _____ Evaluate appropriations for state and national projects
- _____ Evaluate current budget projections including the implications of deficit spending

Sociopolitical Literacy

- _____ Evaluate current expectations for political candidates
- _____ Analyze the effect of political policies as they affect current social issues
- _____ Evaluate political cartoons
- _____ Compare party platforms in current electoral politics

National Identity

- _____ Explain the U.S. electoral process
- _____ Recognize characteristics of national politics
- _____ Recognize characteristics of grass roots organizations and their impact on the development of the national identity
- _____ Articulate changing topics of current national concern
- _____ Discuss how grass roots organizations can impact the legislative process

Constitutional Heritage

- _____ Describe how constitutional government was established in the U.S.
- _____ Describe common elements of colonial charters and state constitutions
- _____ Analyze the structure of the U.S. government

Civic Values, Rights, Responsibilities

- _____ Define political terms and concepts
- _____ Support a discussion of political reform with substantial facts
- _____ Identify efforts at political reform on national and state levels
- _____ Discuss and debate the issues involved in one's responsibility to vote
- _____ Model behavior that exemplifies the concepts of stewardship, citizenship and conservation
- _____ Identify the leadership styles
- _____ Analyze the effect of various leadership styles on society

Basic Study Skills

- _____ Compare and contrast federal, state, and local powers
- _____ Distinguish fact from opinion
- _____ Recognize bias
- _____ Organize, summarize, and analyze data
- _____ Interpret charts and graphs
- _____ Use primary and secondary sources in evaluating policy decisions
- _____ Research, organize, prioritize, and analyze imperial data

Critical Thinking Skills

- _____ Analyze election results
- _____ Analyze efforts to protect Civil rights
- _____ Synthesize public opinion into public bills
- _____ Evaluate the growth of the national government at the expense of state and local governments
- _____ Apply the elements of the Constitution and its democratic concepts to federal, state and local government

Participation Skills

- _____ Create original constitution
- _____ Organize and participate in a mock election
- _____ Debate political issues like Supreme Court decisions and current pending legislation
- _____ Explain and locate ways to support the diocesan legislative agenda