

# Kindergarten Social Studies Outcomes

## 1. Citizenship and Government

- A. Demonstrate civic skills
- B. Describe symbols, songs and traditions that identify our nation and state.
- C. Identify examples of rules in the school community and explain why they exist.

## 2. Economics

- A. Distinguish between individual needs and individual wants.
- B. Identify goods and services that could satisfy a specific need or want.
- C. Distinguish between goods and services.

## 3. Geography

- A. Describe spatial information depicted in simple drawings and pictures.
- B. Describe a map and a globe as a representation of a space.
- C. Identify the physical characteristics of places.

## 4. History

- A. Identify the physical and human characteristics of places, including real and imagined places.
- B. Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories.
- C. Describe ways people learn about the past.
- D. Compare and contrast family traditions.

## **First Grade Social Studies Outcomes**

### **1. Citizenship and Government**

- A. Demonstrate ways to be a good citizen.
- B. Identify ways of participating in our community.
- C. Explain why and when the Pledge of Allegiance is recited.
- D. Know basic flag etiquette.
- E. Identify the president of the United States.
- F. Explain the how the President is elected by the people.
- G. Participate in the rule making process.

### **2. Economics**

- A. Define the difference between needs and wants.
- B. Discuss what happens when people don't have enough money to buy the goods they need/want.

### **3. Geography**

- A. Create a map/ diagram about a familiar place.
- B. Identify items on a map using map keys and compass rose.
- C. Compare landforms throughout the United States and other countries.

### **4. History**

- A. Create a personal timeline.
- B. Compare and contrast family life from earlier times and today.
- C. Compare and contrast buildings and other technologies from earlier times and today.

## Second Grade Social Studies Outcomes

1. Recognize the rights and responsibilities of civic life including the characteristics of good citizenship
  - A. Student-generated classroom rules
  - B. 4-H Character Counts Program – trustworthiness, respect and responsibility
  - C. November elections –Kids Voting
  - D. Religion – Ten Commandments
  - E. Pledge of Allegiance, meaning of each line of the Pledge, and patriotic songs
  - F. Rights, responsibilities, life and dignity of the human person
  
2. Understand the purposes and types of government (Local, State, and Federal)- including the democratic foundations of the political institutions of the United States and the basic principles of the Constitution
  - A. Junior Achievement program
  - B. View and discuss video, How a Bill Becomes a Law and show visual copies of the Constitution and Bill of Rights
  - C. Identify the three branches of government
  - D. Read and discuss Scott Foresman; Unit 1, Lesson 1 and Unit 4
  
3. Explain the economic system of the United States
  - A. Junior Achievement (community services, production of donuts, service worker duties, paying taxes for goods and services of community workers, and following money's journey)
  - B. Natural resources and taking care of Earth
  - C. Relationship between producers and consumer
  - D. Read and discuss Scott Foresman; Unit 2, Lesson 3 and Unit 3, all lessons
  
4. Construct and interpret maps, globes and other geographic tools to locate/derive information on people, places, regions, and environment
  - A. Identify continents on a map, regions of the United States and utilize map key symbols and compass rose
  - B. Create a Landform and Bodies of Water Booklet
  - C. Compare landforms throughout the United States and other countries
  - D. Differentiate between urban, suburban and rural communities
  - E. Flat Stanley project – locations on a map
  - F. Read and discuss Scott Foresman; Unit 1, Lesson 2 and Unit 2, Lesson 1
  - G. Time for Kids Publication – mapping skills

5. Utilize the chronology of history and major eras to demonstrate the relationships of events and people
  - A. Read, discuss and complete activities in Time for Kids publication
  - B. Create a timeline of USA holiday celebrations
  - C. Examine the timeline of Lewis & Clark's travel from St. Louis to Pacific Ocean
  - D. Compare and contrast earlier times and technology with today
  - E. Read and discuss Scott Foresman; Unit 1, Lesson 2 and Unit 6
  
6. Develop historical knowledge of major events, people, and enduring themes in the United States, Minnesota, and world history
  - A. Identify similarities and differences of several Native American tribes including Powhatan, Pueblo, Sioux and Wampanoags
  - B. Know the traditional life of the First Americans including Native Americans and colonists
  - C. Create Thanksgiving Project depicting Native Americans, Pilgrims, or the First Thanksgiving
  - D. Demonstrate an understanding of cultural origins of customs and beliefs around the world – Christmas Celebrations Around the World
  - E. Create a timeline of USA holiday celebrations
  - F. Examine the timeline of Lewis & Clark's travel from St. Louis to Pacific Ocean
  - G. Understand the lives of Famous Americans – Washington, Lincoln, Martin Luther King Jr., Rosa Parks and current president etc.
  - H. Read and discuss Scott Foresman; Unit 2, Lesson 2 and Unit 5, Lesson 1-2
  
7. Evaluate resources, materials such as documents, artifacts, maps, artwork, and literature and make judgments about the different perspectives
  - A. Read and discuss Scott Foresman; Unit 4, Lesson 4 and Unit 6 (all lessons)
  - B. Thanksgiving project
  - C. Listening to traditional stories and folk tales, Scott Foresman; Unit 5 p. 208
  - D. Bring in pictures or artifacts from the past and guess their purpose
  
8. Understand and analyze the relationships among peoples and their physical environment
  - A. Compare rural, urban and suburban
  - B. Read and discuss "Places Where We Live" Scott Foresman; Unit 2, Lesson 2
  - C. Design a flag for a new made up country

## Social Studies Outcomes for Third Grade

1. Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need.
  - A. November elections: Kids Vote
  - B. Development of class constitution
  - C. Stuff a Stocking activity during Advent
2. Explain the importance of civic discourse (including speaking, listening, voting, and respecting diverse viewpoints) and the principles of majority rule and minority rights.
  - A. Class votes for various decisions
3. Describe the importance of the services provided by government; explain that they are funded through taxes and fees.
  - A. Separation of church and state: the foundation of no prayer in public school (the Pilgrims pursuit of religious freedom)
4. Identify the three branches of government (executive, legislative, and judicial) and their primary functions.
  - A. primary functions: making laws, carrying out the laws, deciding if laws have been broken
5. Identify possible short and long term consequences of different choices
  - A. managing/saving money (Ben Franklin)
6. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.
  - A. word problems about money
  - B. Junior Achievement
7. Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.
  - A. Levittown
  - B. Feed My Starving Children
8. Explain that consumers have two roles-as sellers of resources and buyers of goods and services. Explain that producers have two roles-as sellers of goods and services and buyers of resources.
  - A. Girl Scout cookies/Cub Scout popcorn sales

9. Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States, or the world.
  - A. Our school is across the street from our church. The boundary waters are in northern Minnesota. The 13 original colonies were in the northeastern section of the United States. The Civil War was a war between the northern and southern states. Mexico is our neighbor to the south.
  
10. Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.
  - A. El Paso is located between 2 sets of mountains.
11. Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.
  - A. The Civil War
  - B. Denver, Colorado
12. Reference different time periods using correct terminology, including the terms decade, century, and millennium.
  - A. Black History
  - B. Bible history
13. Explain how an invention of the past Changed life at that time, including positive, negative, and unintended outcomes.
  - A. the cotton gin
  
14. Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.
  - A. Jesus Christ and his followers

## **4th Grade Social Studies Curriculum Outline**

### **Citizenship and Government**

#### **1. Civic Skills**

- Participate in Kids Voting
- Debate current issues as they are presented in Time For Kids
- Write persuasive letter or narrative in language arts

#### **2. Government Institutions and Political Processes**

- Tour, with a guide, the Minnesota state capitol
- Sequence important events during the time of history that led to the creation of our democratic government
- Explain the three branches of government, their basic responsibilities, and the titles of those who work in each branch.
- Evaluate the reasons why a democratic government has 3 branches.
- Describe, generally, the process by which a bill becomes a law.
- Identify basic rights of citizens, some of which are listed in the Bill of Rights.
- Name current leaders on national, state and local levels and the process by which they are elected.

### **Economics**

#### **1. Economic Reasoning Skills**

- Select a type a business, giving consideration to location and available resources and whether that business provides a good or a service.
- Determine natural, human, and capital resources needed for the success of the business.
- Evaluate the probability of success of a business and make needed changes.

- Use an excel spreadsheet to demonstrate how a business records its profits and losses.
- Define income, expense, profit, and loss.
- Calculate deposits, expenses and balance.

## **2. Fundamental Concepts**

- Compare the availability of natural resources among 5 regions of the United States.
- Distinguish between agricultural resources and manufactured resources.
- Recognize the interrelationship of products and resources.
- Recognize the interdependence of businesses, and the dependence of regions upon one another for economic reasons.
- Examine the role of human resources.

## **Geography**

### **1. Geospatial skills**

- Use latitude and longitude and grids on maps and globes to locate places in the United States.
- Demonstrate ability to use map scales and legends to determine distance between places.
- Use political maps and topographical maps to obtain information.
- Distinguish geographical regions through use of maps and globes.
- Use photographs, including areal photographs to gain geographical knowledge of the United States.

### **2. Places and Regions**

- Name and locate major landforms and bodies of water located within the United States and examine their impact on the economy of a region.
- Compare the climates of regions in the United States.
- Identify significant landmarks and cities within the United States, relating them to the history of the region.



- List significant agricultural and manufactured products and natural resources of each of five regions in the United States, and examine their interrelationships.
- Recognize the varied history of regions of the United States, and its effect on the region's culture today.
- Value the uniqueness and contributions of each of the region of the United States to the whole.
- Name and locate states and major cities in the United States.
- Name and locate countries neighboring the United States.

### **3. Human Systems**

- Relate the history of a region and its effect on the population of the region over time.
- Use data to examine the distribution of population in the United States.
- Recognize the significance of geological factors in the distribution of population in the United States.

### **4. Human Environment Interaction**

- Analyze the impact of geographic factors on the development of agricultural regions in the United States.
- Explain why humans sometimes find it necessary to modify the physical environment to obtain resources, and describe how that is done.
- Describe how the location of resources and the demand for them has had an impact on the distribution of the population in the United States.

## **History**

### **1. Historical Thinking Skills**

- Examine historical fiction as a genre of literature, drawing conclusions about how and why things happened in the past.

## **2. Peoples, Cultures, and Changes over Time**

- Recognize the impact of immigration on the development of the United States from the time of the development of colonies to the present day.
- Recognize the motivations of peoples who have immigrated to the United States.

## **Fifth Grade Social Studies Outcomes**

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### **1. Citizenship and Government**

- A. Plan, rehearse, and perform a reenactment of the Second Continental Congress.*
- B. Distinguish between a direct democracy and a republic.*
- C. Evaluate the roles before and during the American Revolution of Patrick Henry, Samuel Adams, Mercy Otis Warren, Crispus Attucks, John Adams, Paul Revere, George Washington, John Hancock, William Prescott, Thomas Paine, Richard Henry Lee, Thomas Jefferson, Benjamin Franklin, Ethan Allen, Henry Knox, Nathan Hale, Benedict Arnold, Peter Salem, James Armistead, Prince Hall, Martha Washington, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatley, Friedrich Von Steuben, Marquis de Lafayette, Bernardo de Galvez, Francis Marion, George Rogers Clark, John Paul Jones, and Nathanael Greene.*
- D. Determine the significance of the Jamestown Colony, New Amsterdam, the Pilgrims, the thirteen original colonies and the people who founded and developed them.*
- E. Evaluate the significance of events leading up to the American Revolution, and the battles during the war.*
- F. Determine the significance of people and events that developed a new nation after the American Revolution.*
- G. Explain the content and significance of the first ten amendments to the United States Constitution.*

- H. Evaluate how the Bill of Rights placed specific limits on the federal government, and was instrumental in the ratification of the constitution by all thirteen states.*
- I. Identify the rights and responsibilities of American citizens.*
- J. Describe the three branches of the national government: legislative, executive, and judicial.*
- K. Explain the roles of each branch.*
- L. Using a chart, show how the three branches of the national government effectively create a system of checks and balances.*
- M. Evaluate the effect of the Bill of Rights on United States citizens.*

## **2. Economics**

- A. Evaluate and choose a course of economic action during each of the five Junior Achievement lessons.*
- B. Identify the aspects of a free enterprise system including profit, supply and demand, and entrepreneurs.*

## **3. Geography**

- A. Identify the uniqueness of each of the five regions of the United States-Northeast, Southeast, Midwest, Southwest, and West.*
- B. Determine the ideological differences between the people of the North and South in the United States prior to the Civil War.*
- C. Identify the resources available to the New England, Middle, and Southern colonies, and how Those resources affected the way of life.*

#### 4. History

- A. *Before each chapter, analyze the timeline of people and events covered in that section.*
- B. *Determine the views of both the British and Americans of the Olive Branch Petition.*
- C. *Identify the causes and effects of the Ice Age, early American cultures and empires, the lives of Native Americans, the original thirteen colonies, The French and Indian War, the American Revolution, the War of 1812, and slavery in the United States.*
- D. *Identify the characteristics and accomplishments of the Mound Builders, Anasazi, and Inuit cultures, and the Maya, Aztec, and Inca empires.*
- E. *Determine the effects of the exploration of Christopher Columbus and the subsequent Columbian Exchange.*
- F. *Identify the reasons and effects of colonization in North America by Spain.*
- G. *Identify the reasons and effects of colonization in North America by England.*
- H. *Identify the reasons and effects of colonization in North America by the French and Dutch.*
- I. *Determine the role of religious freedom in the establishment of the thirteen original colonies.*
- J. *Identify the effect of colonization on the Native Americans.*
- K. *Compare and contrast colonial life in North America in the New England, Middle, and Southern colonies.*
- L. *Determine the beginning, growth, and culture of slavery in North America.*
- M. *Identify the level of discontent of the colonists over taxation without representation by England.*

- N. Identify the key people and events that led to the American Revolution including King George III, the Sons of Liberty, Sam Adams, the Boston Massacre, the Townshend Acts, the Daughters of Liberty, Patrick Henry, John Adams, Paul Revere, the committees of correspondence, the Boston Tea Party, the Intolerable Acts, and Thomas Gage*
- O. Identify the key people and events that led the colonies and took place during the American Revolution including the First Continental Congress, George Washington, militias, minutemen, Lexington and Concord, William Prescott, Bunker Hill, John Hancock, the Second Continental Congress, the Olive Branch Petition, the Declaration of Independence, Thomas Jefferson, Benjamin Franklin, Ethan Allen and the Green Mountain Boys, Fort Ticonderoga, Henry Knox, mercenaries, Nathan Hale, Trenton, New Jersey, The Battle of Saratoga, Benedict Arnold, African Americans and women in the Revolution, France, Savannah, Georgia, Francis Marion, George Rogers Clark, Fort Vincennes, John Paul Jones, Nathaniel Greene, General George Cornwallis, Yorktown, and the Treaty of Paris.*
- P. Identify the important people and events that determined the development of a new nation including the Articles of Confederation, inflation, Shays. Rebellion, the Northwest Ordinance of 1787, James Madison, the Constitutional Convention, Alexander Hamilton, the Virginia Plan, the New Jersey plan, the Great Compromise, the Three Fifths Compromise, the Constitution, the three branches of government, checks and balances, the Bill of*

*Rights, the Federalists and the Antifederalists, and a republic.*

## **Standards taught in 5<sup>th</sup> Grade not covered by the Minnesota State Standards.**

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### **1. Immigration had significant effect on the United States.**

- A. Identify the effects of a varied population on the United States,*
- B. Identify the purpose of Ellis Island and Angel Island.*

### **2. A Free Enterprise system enabled many people to achieve success in America.**

- A. Identify aspects of a Free Enterprise system and People who benefited from it including private property, profit, supply and demand, entrepreneurs, Thomas Edison, Madam C.J. Walker, and George Washington Carver,*

### **3. Human Beings moved into North America during the Ice Age.**

- A. Explain how a land bridge formed over the Bering Strait and how people followed the animals that were their food source.*

### **4. Native American tribes had many unique locations, dwellings, dress, food, and cultures that helped them adapt and survive in their environments.**

- A. Choose a Native American tribe, create a poster, and write a report describing their location, dwellings, dress, food, and culture.*

- B. Identify the uniqueness of life for the Plains Indians including the buffalo, horse, and travois.*
- C. Identify the uniqueness of life for the Southwest Desert Indians including irrigation, kachinas, and the Snake Dance..*
- D. Identify the uniqueness of life for the Northwest Coast Indians including potlatches, totem poles, and shamans.*

**5. The travels of Marco Polo led to many discoveries that affected life in Europe**

- A. Identify the people and products discovered by Marco Polo, and their effect on Europe and Asia.*
- B. Explain the significance of the Silk Road.*

**6. Trade with Africa had significant effects on Europe and African kingdoms.**

- A. Explain the relationship of gold and salt*
- B. Describe the importance of Ghana, Mali, and Songhai.*

**7. European explorers had significant effects on Europe and the New World.**

- A. Identify the people and events that that affected life in the Europe and the New World including Eric the Red, the Vikings, The Renaissance, Johann Guttenberg and the printing press, and Prince Henry the Navigator.*

**8. As the United States developed, exploration, wars, and political disagreements all helped shape what the country would become.**

- A. Identify and describe the significance of people and events that helped define the United States of America prior to the Civil War including James*



*Monroe, the Louisiana Purchase, Lewis and Clark, Sacagawea, political parties, the War of 1812, the Monroe Doctrine, suffrage, the Indian Removal Act, the Industrial Revolution, the Second Great Awakening, women's rights, the move west, Texas, California, manifest destiny, and war with Mexico.*

**9. Latitude and longitude are used to determine the location of landforms, countries, cities, and ships at sea.**

- A. Using a latitude and longitude map, determine the location of given landforms and counties, and cities.*
- B. Using a latitude and longitude map, find the location of given coordinates.*
- C. Identify the equator and prime meridian.*

**10. Minnesota has a long history of development due to the effects of nature and people.**

- A. Explore The development of Minnesota from glacial activity to explorers, settlers, statehood ,the Native American uprising, and modern day life.*

## **SOCIAL STUDIES OUTCOMES**

### **SIXTH GRADE**

#### **1. Citizenship and Government**

- A. Describe early civilization in the Fertile Crescent, ancient Egypt and early Chinese society.
- B. Examine and analyze early governments in the ancient world such as the Divine Mandate of China or the City-states of Greece.
- C. Identify the social hierarchy of Roman, Japanese and Indian society.
- D. Explain the various types of citizens in the Indian, Greek and Roman societies like Patricians and Plebeians.
- E. Study and analyze the characteristics of early Central American governments such as the Maya, Aztecs and Inca's.
- F. Compare the changes that took place in early African societies such as Mali and Songhai with early European societies like Greece and Rome.
- G. Explain how ancient civilizations formed their governments.

#### **2. Economics**

- A. Describe the movement of goods and services, resources and markets in the ancient world.
- B. Identify the way trade and commerce developed in the Ancient world in places like the Mediterranean, India and China.
- C. Identify famous groups and famous people who helped Civilizations grow economically such as Columbus and Marco Polo.
- D. Compare economic systems of the ancient world and describe their differences and similarities.
- E. Recognize and interpret graphs, charts and diagrams that relay economic information.
- F. Construct power points that identify economic information to describe ancient ways societies functioned.
- G. Discuss the structure of economic values, ideas and systems of the ancient world.
- H. Explain the role of supply and demand in a societies production of goods and services.

### **3. Geography**

- A. Identify various regions on a map or globe that pertain to the ancient world such as Mesopotamia, The Indus Valley and Mesoamerica.
- B. Describe the important geographic landforms on the various Continents and explain their importance.
- C. Organize information concerning population density on map
- D. Explain how a map uses color to locate large population areas, natural resources and Climate.
- E. Compare areas around the world and describe how the people effect the land and how the land effects the people.
- F. Locate where a place is in relation to other places using a map scale.
- G. Interpret and use directional symbols and terms on a map or globe.

### **4. History**

- A. Understand Key influences from ancient civilizations which shape our world today.
- B. Describe the developments in human culture from early Prehistoric times
- C. Explain how and where ancient civilizations were formed
- D. Compare the daily life of people in the past with others from different time periods.
- E. Explain how accomplishments from the present depended upon accomplishments from the past.
- F. Analyze the role of law and its relationship with social and political systems.
- G. Compare and contrast cultures, political systems and economic systems from the past and present.

## **SOCIAL STUDIES OUTCOMES**

### **SEVENTH GRADE**

#### **1. Citizenship and Government**

- A. Explain how the U.S. government works including Checks and Balances, the Federal system and the Republic.
- B. Compare daily life of people in America from the past and present.
- C. Analyze the relationship between politics, history and economics.
- D. Exhibit civic skills including a discussion and understanding of the issues concerning modern Americans like illegal immigration, the national debt crisis and health care.
- E. Participation in a student voting process for President and other Government officials.
- F. Identify the principles of the Declaration of Independence, the Constitution and the Gettysburg Address.
- G. Compare and contrast the rights of Americans with those of other Countries in History.
- H. Explain landmark Supreme Court decisions like Plessy versus Ferguson, Brown versus the Board of Education of Topeka Kansas.
- I. Describe historical applications of the separation of powers in the National government. For example who makes the laws? Who enforces the laws and who interprets the laws.

#### **2. Economics**

- A. Describe the importance of a balanced budget in government and in personal life. Include ideas and principles that lead to success.
- B. Explain the factors that make up a successful business such as vertical and horizontal integration.
- C. Identify tycoons of big business such as Andrew Carnegie, John D. Rockefeller and J.P. Morgan.
- D. Create Charts, time lines and graphs that show the changes in America's economy over time.
- E. Compare and contrast the differences and similarities between a Corporation and a Trust.
- F. Explain how government rules and regulations affected Big

## Business in America.

- G. Identify Government leaders such as Teddy Roosevelt and FDR who helped shape American laws that regulated big business and commerce in American History.

### **3. Geography**

- A. Develop an appreciation for the rich complexity of world culture and physical geography
- B. Identify customs, beliefs, art and literature and how they affect people's image of the world.
- C. Locate relative and exact locations on a map or globe.
- D. Discuss the cause and effects of climate change, natural disasters and pollution on the environment.
- E. Analyze the relationship between geography and human history.
- F. Explain the role of geography in the development of trade and routes across America and the world.
- G. Compare and contrast the distribution of raw materials and resources in various places around the world and how it affects the growth of population.

### **4. History**

- A. Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.
- B. Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases.
- C. Describe the impact of the Great Depression on the United States society.
- D. Outline how the U.S. mobilized its economic and military resources During WWII; describe the impact of the war on domestic affairs.
- E. Identify military and non-military actions taken by the United States during the cold war to resist the spread of communism.
- F. Analyze the social and political effects of the Cold War on the people of the United States.
- G. Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation.

# SOCIAL STUDIES OUTCOMES

## EIGHTH GRADE

### **1. Citizenship and Government**

- A. Explain various types of government and how they compare to one another.
- B. Identify famous political leaders and the types of governments and Philosophies they represented.
- C. Describe the key influences on the development of the Democratic, Socialist and Autocratic government models.
- D. Demonstrate a knowledge and awareness of civic responsibility and respect the views and opinions of others in various societies.
- E. Formulate questions about political topics such as human rights, economic opportunity and immigration.
- F. Analyze political information about topics that effect world opinion such as human rights, pollution and the treatment of wild animals.
- G. Recognize key parts of the American strategy and Public policy.  
Examples include WWI, WWII, and the Korean War.

### **2. Economics**

- A. Explain the law of supply and Demand
- B. Analyze the differences between Market economies (Capitalism), Command economies (Communism) and Mixed economies.
- C. Describe fundamental concepts of economics including scarcity, allocation, production and distribution.
- D. Identify factors which effect economic growth such as the Gross Domestic Product or GDP and how differences lead to higher or lower standards of living in various countries.
- E. Explain why trade is mutually beneficial to all countries involved. Use examples such as the energy trade between the U.S. and the Middle East or South America and Europe.
- F. Demonstrate how international political and economic institutions influence world affairs and United States foreign policy.
- G. Explain the way the economy is effected by Government fiscal policies and the monetary policies of large banks.

### **3. Geography**

- A. Create, identify and use various types of maps such as physical, political and Resource maps.
- B. Explain the uses that are exclusive to maps and globes, give reasons for both.
- C. Compare various locations around the world and be able to explain the climate, topography and vegetation in each area.
- D. Describe the way populations grow, shift and move from place to place

Including refugees, immigration and suburbanization.

- E. Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.
- F. Define the themes of Geography such as Human Environment Interaction. For example: How the distribution of resources around the world creates both advantages and disadvantages for various countries, regions and continents.
- G. Define Physical Geography and Cultural Geography and how they make up ever-changing dynamics of our world.

#### **4. History**

- A. Identify the major historical events that shaped human history such as inventions, religious movements, war and disease.
- B. Create time lines, charts, diagrams, graphs and maps that show historical data in various ways.
- C. Compare and contrast continents, regions and countries. Show the similarities and differences between them.
- D. Identify cause and effect in history such as the Great Depression, the fall of communism and the rise of terrorism.
- E. Describe the factors in history that reoccur throughout time such as tyranny and a quest for freedom and equality. Others include population growth, migration and the development of trade.
- F. Analyze how the Pacific Rim countries have achieved economic growth in recent decades such as Japan, Korea and China.
- G. Discuss and research globalization and the effects of technology on world events such as revolutions in Egypt, North Africa and the Middle East.