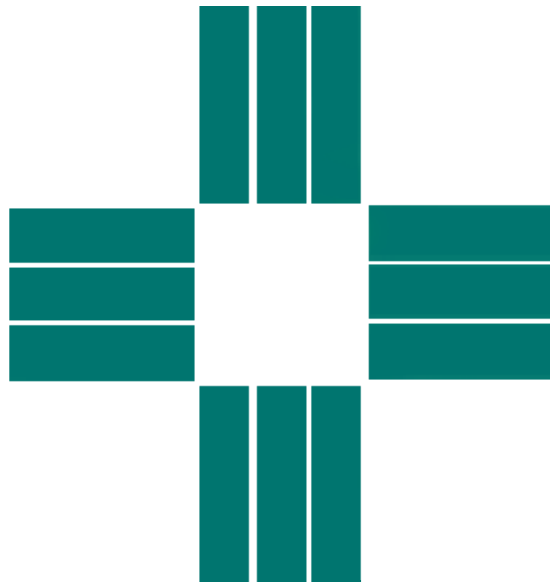


ARCHDIOCESE OF PORTLAND IN OREGON

ELEMENTARY SCHOOL

SOCIAL STUDIES

CURRICULUM GUIDE



Department of Catholic Schools
2007

Curriculum Guidelines for Social Studies Archdiocese of Portland, Oregon

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan Social Studies Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these guidelines into reality. We also express deep gratitude to the principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of these guidelines.

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Archdiocesan Social Studies Curriculum Philosophy Statement

As Social Studies Educators in the Catholic Schools of the Archdiocese of Portland, Oregon, we will provide experiences and practices so that the learners will:

- ❖ develop moral character and respect for self and others as children of God.
- ❖ become productive individuals who recognize the rights and responsibilities as citizens of the world.
- ❖ study cultures, people, places, and environments to learn from the past, serve in the present, and plan for the future.

ARCHDIOCESAN SOCIAL STUDIES GOALS AND OBJECTIVES

- ❖ Develop moral character and respect for self and others as children of God
 - ✚ Practice tolerance and appreciate similarities and differences among people, cultures, and regions;
 - ✚ Affirm and respect the dignity of each human person in the image and likeness of God;
 - ✚ Resolve problems in a peaceful, fair, and safe manner.
- ❖ Become productive individuals who recognize the rights and responsibilities as citizens of the world
 - Understand and demonstrate the principles of peace and justice by acting as a responsible citizen;
 - Recognize and respond constructively to other view points;
 - Appreciate the interdependence of all people and regions and understand how the actions of one group may impact the entire world;
 - Understand and analyze governmental and political systems.
- ❖ Study cultures, people, places, and environments to learn from the past, serve in the present, and plan for the future
 - 📖 Analyze how religious, social, geographical, historical, political, and economical factors shaped different cultures and regions;
 - 📖 Research and analyze current events and articulate opinions with supporting facts;
 - 📖 Formulate solutions to local and global issues and recognize the impact these solutions may have in the future.

STANDARDS

Standard I – Civics and Government

A social studies program should include experiences and practices that provide for the study of political and governmental systems. The program should promote the rights, responsibilities, and obligations of citizens.

PRIMARY

The learners will develop

- an understanding of self and connections, rights and responsibilities as members of a community and children of God.
- an appreciation for similarities and differences of individuals, families, schools, and communities around the world and how they govern themselves.

The pre-kindergarten student will:

- practice being a member of a group
- recognize the need for rules
- help develop rules for the classroom
- understand and recognize the importance of rules
- identify community and American symbols and their meaning
- sing patriotic songs
- recognize important historical leaders
- use vocabulary relating to Civics and Government

The kindergarten student will:

- recognize role in a larger group
- understand and recognize the need for rules
- help develop rules for the classroom
- identify community and American symbols and their meaning
- sing patriotic songs
- recognize important historical leaders
- use vocabulary relating to Civics and Government

The first grade student will:

- recognize role in family, neighborhood, community, state, and country
- list responsibilities of a member of a group
- recognize role in larger group
- recognize the need for rules
- help develop rules for the classroom

- understand and recognize the importance of rules
- identify community and American symbols and their meanings
- sing patriotic songs
- recognize important historical leaders
- use vocabulary relating to Civics and Government

The second grade student will:

- identify components of a community
- recognize careers and services in the community and contributions to community
- identify community and American symbols and their meanings
- sing patriotic songs
- recognize important historical leaders
- use vocabulary relating to Civics and Government

INTERMEDIATE

The learners will develop

- an understanding of self and connections, rights, and responsibilities as members of a community and children of God.
- an understanding of the development of different political systems.
- an ability to analyze how the U. S. government interacts and relates to other nations.
- an ability to identify essential ideas and values in national symbols, historical figures/events, and patriotic songs of the United States.

The third grade student will:

- identify components of a city government
- distinguish between types of communities
- name parts of the government
- identify community and American symbols and their meanings
- sing patriotic songs
- recognize important historical leaders
- use vocabulary relating to Civics and Government

The fourth grade student will:

- compare and contrast governments
 - local, state, Oregon Trail, Native America
 - impact of government
- identify important historical leaders
- use vocabulary relating to Civics and Government

The fifth grade student will:

- investigate Colonial government
- examine movement from monarchy to democracy
- explore early American government
- study the Articles of the Confederation/Constitution/Bill of Rights
 - examine development and present day impact
- identify important historical leaders
- use vocabulary relating to Civics and Government

MIDDLE SCHOOL

The learners will develop

- an understanding of self and connections, rights, and responsibilities as members of a community and children of God.
- an understanding of the development of different political systems of ancient civilizations and present day countries.
- an ability to articulate the main constitutional principles of the U. S. government
- an understanding of the power hierarchy and the three branches of the U.S. government.
- an ability to analyze how the U. S. government interacts and relates to other nations.
- an understanding of the rights and responsibilities of a citizen and develop an action plan to fulfill the obligations to be a productive citizen.

The sixth grade student will:

- study ancient governments
- compare ancient governments to present day governments
- identify contributions from ancient governments related to the U.S. government
- connect important historical leaders to ancient civilizations
- use vocabulary relating to Civics and Government

The seventh grade student will:

- compare and analyze governments of other countries
- describe how the US interacts with other governments
- identify important historical leaders
- use vocabulary relating to Civics and Government

The eighth grade student will:

- describe and understand the history and election process

- connect the United States Constitution and its impact on America
 - Bill of Rights
 - Amendments
- identify the branches/hierarchy of the U.S. government
- identify important historical leaders
- use vocabulary relating to Civics and government

Standard II - Economics

A social studies program should include experiences and practices that allow students to understand economic concepts. The program should promote the principles of supply and demand, scarcity, world markets, and use and preservation of available resources.

PRIMARY

The learners will develop

- empathy for those without basic needs and an obligation to respond as Jesus would.
- an understanding of vocabulary related to economics.
- an understanding of different careers.
- an understanding that limited resources make economic choice necessary.
- an appreciation of the impact of economics on individuals, families, schools, and communities around the world.

The pre-kindergarten student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify community helpers
- identify and recycle resources
- use vocabulary related to economics

The kindergarten student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify penny, nickel, dime, and quarter
- recognize services and careers in a community
- understand how goods are produced and distributed
- identify and recycle resources

- use vocabulary related to economics

The first grade student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify penny, nickel, dime, and quarter
- recognize services and careers in a community
- identify how goods are produced and distributed
- identify and recycle resources
- use vocabulary related to economics

The second grade student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify penny, nickel, dime, and quarter
- recognize services and careers in a community
- understand how goods are produced and distributed
- identify and recycle resources
- use vocabulary related to economics

INTERMEDIATE

The learners will develop

- empathy for those without basic needs and an obligation to respond as Jesus would.
- an understanding of vocabulary related to economics.
- an understanding of different careers in communities.
- an understanding of the impact of the economy on regions, cultures, and groups.
- an ability to understand past and present economic events from a local point of view to a more global point of view.
- an ability to make informed, educated decisions as a consumer, producer, saver, and investor .

The third grade student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify penny, nickel, dime, and quarter
- make decisions concerning wants, needs, and savings
- recognize services and careers in a community

- distinguish between limited and unlimited resources
- understand how goods are produced and distributed
- identify and recycle resources
- use vocabulary related to economics

The fourth grade student will:

- respond to the needs of others
- distinguish between wants and needs
- understand how and why people spend money
- identify penny, nickel, dime, and quarter
- make decisions concerning wants, needs and savings
- recognize services and careers in a community
- distinguish between limited and unlimited resources
- understand how goods are produced and distributed
- identify and recycle resources
- use vocabulary related to economics

The fifth grade student will:

- respond to the needs of others
- compare and contrast between wants and needs
- recognize resources as limited and unlimited
- understand how goods are produced and distributed
- make decisions as consumers, producers, savers, and investors
- use vocabulary related to economics

MIDDLE SCHOOL

The learners will develop

- empathy for those without basic needs and an obligation to respond as Jesus would.
- an understanding of vocabulary related to economics.
- an understanding of the impact of the economy on regions, cultures, and groups.
- an ability to understand past and present economic events from a local point of view to a more global point of view.
- an ability to make informed, educated decisions as a consumer, producer, saver, and investor.
- an understanding of the impact of economic depression and economic prosperity in different time periods.

The sixth grade student will:

- respond to the needs of others
- compare and contrast differences between wants and needs

- distinguish between resources that are limited or unlimited
- identify the importance of the marketplace
- recognize different types of goods and trading
- make decisions as consumers, producers, savers, and investors
- connect different currencies with different civilizations
- use vocabulary related to economics

The seventh grade student will:

- respond to the needs of others
- compare and contrast differences between wants and needs
- distinguish between resources that are limited or unlimited
- identify the importance of the marketplace
- recognize different types of goods and trading
- make decisions as consumers, producers, savers, and investors
- connect different currencies with different civilizations
- use vocabulary related to economics

The eighth grade student will:

- respond to the needs of others
- compare and contrast differences between wants and needs
- distinguish between resources that are limited or unlimited
- understand U.S. economic policies with other countries
- identify the importance of the marketplace
- recognize different types of goods and trading
- make decisions as consumers, producers, savers, and investors
- connect different currencies with different civilizations
- use vocabulary related to economics

Standard III - Geography

A social studies program should include experiences and practices that allow students to understand and use geographic skills. The program should promote the skills and concepts to interpret historical and contemporary issues.

PRIMARY

The learners will develop

- an appreciation of God's creation and a responsibility as stewards of the earth.
- an understanding of vocabulary and tools related to geography.
- an understanding of the impact of geography on individuals, families, schools, and communities around the world.
- an understanding of how humans affect the environment.

The pre-kindergarten student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- begin to develop an environmental consciousness
- identify climate changes
- use vocabulary and tools related to geography

The kindergarten student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- begin to develop an environmental consciousness
- practice simple map skills
- identify climate changes
- use vocabulary and tools related to geography

The first grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- begin to develop an environmental consciousness
- practice simple map skills
- identify climate changes
- use vocabulary and tools related to geography

The second grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities

- begin to develop an environmental consciousness
- practice simple map skills
- identify climate changes
- use vocabulary and tools related to geography

INTERMEDIATE

The learners will develop

- an appreciation of God's creation and a responsibility as stewards of the earth.
- an understanding of vocabulary and tools related to geography.
- an understanding of how geography affects the development of regions, cultures, and groups.
- an understanding of how humans affect the environment.
- an ability to identify, compare, and contrast characteristics of regions.

The third grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- begin to develop an environmental consciousness
- identify local landmarks
- practice simple map skills
- identify climate changes
- use vocabulary and tools related to geography

The fourth grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- identify local and state landmarks
- identify landforms and physical obstacles along the Oregon Trail
- practice more complex map skills
- convey relationship between landforms and climate changes
- use vocabulary and tools related to geography

The fifth grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- demonstrate an environmental conscience
- use map and graph skills
- identify U.S. regions
- locate and name all fifty U.S. states and their capitals
- identify and locate the original thirteen colonies

- find relationships between landforms, rivers, and climates with changes and adaptations
- use vocabulary and tools related to geography

MIDDLE SCHOOL

The learners will develop

- an appreciation of God's creation and a responsibility as stewards of the earth.
- an understanding of vocabulary and tools related to geography.
- an understanding of how geography affects the development of regions, cultures, and groups.
- an understanding of how humans affect the environment.
- an ability to identify, compare, and contrast characteristics of regions.

The sixth grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- demonstrate an environmental conscience
- identify ancient countries and regions
- use map and graph skills
- find relationships between landforms, rivers, and climates with changes and adaptations
- use vocabulary and tools related to geography

The seventh grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- demonstrate an environmental conscience
- identify countries and regions around the world
- use map and graph skills
- find relationships between landforms, rivers, and climates with changes and adaptations
- use vocabulary and tools related to geography

The eighth grade student will:

- respond to and show respect for God's creation
- respect cultural differences and similarities
- demonstrate an environmental conscience
- identify states and regions of the U.S.
- trace Westward Expansion
- describe war and settlement and its effect on geography
- use map and graph skills

- find relationships between landforms, rivers, and climates with changes and adaptations
- use vocabulary and tools related to geography

Standard IV – History

A social studies program should include experiences and practices that allow students to recognize a continuum of events and the impact on the world. The program should promote the development of historical perspective.

PRIMARY

The learners will develop

- an awareness and an appreciation of the historical perspective of religion and how faith connects us to God.
- an understanding of vocabulary and tools related to history and time periods.
- an understanding of history’s impact on individuals, families, schools, and communities around the world.
- an understanding of how humans influence and affect history.

The pre-kindergarten student will:

- identify religious, family, and cultural celebrations and traditions
- demonstrate understanding of concepts: morning, noon, night, yesterday, today, and tomorrow
- identify important historical people
- use vocabulary and tools related to history and time periods

The kindergarten student will:

- identify religious, family, and cultural celebrations and traditions
- demonstrate understanding of concepts: morning, noon, night, yesterday, today, and tomorrow
- identify important historical people
- use vocabulary and tools related to history and time periods

The first grade student will:

- identify religious, family, and cultural celebrations and traditions
- recognize important historical people and events related to early U.S. history
- begin to use concepts related to time
- use vocabulary and tools related to history and time periods

The second grade student will:

- identify religious, family, and cultural celebrations and traditions
- recognizes important historical people and events related to early U.S. history
- use concepts related to time

- use vocabulary and tools related to history and time periods

INTERMEDIATE

The learners will develop

- an awareness and an appreciation of the historical perspective of religion and how faith connects us to God.
- an understanding of vocabulary and tools related to history and time periods.
- an understanding and an ability to use timelines to connect the past to the present.
- an ability to understand past and present events from a local point of view to a more global point of view.
- an ability to see how a person's history and experiences influence points of view.
- an appreciation for different opinions.
- an ability to identify and interpret the cause and effect of historical events.

The third grade student will:

- identify religious, family, and cultural celebrations and traditions
- recognize important historical people and events related to early U.S history
- learn the history of city and surrounding communities
- connect inventions and impact on world
- use concepts related to time
- use vocabulary and tools related to history and time periods

The fourth grade student will:

- compare and contrast Early and Native American cultures
 - Attributes
 - Similarities and differences
 - Contributions
- trace the historical timeline of Oregon
- identify the following: NW Explorers, Native Americans, Pioneers
- identify important historical people and events
- connect inventions and impact on the world
- use vocabulary and tools related to history and time periods

The fifth grade student will:

- study explorers and conquistadors
- examine the reasons for the development of the thirteen colonies
- study the Revolutionary war and its impact on Early America
- connect inventions and impact on the world
- identify important historical people and events
- use vocabulary and tools related to history and time periods

MIDDLE SCHOOL

The learners will develop

- an awareness and an appreciation of the historical perspective of religion and how faith connects us to God.
- an understanding of vocabulary and tools related to history and time periods.
- an understanding and an ability to use timelines to connect the past to the present.
- an ability to understand past and present events from a local point of view to a more global point of view.
- an ability to see how a person's history and experiences influence points of view.
- an appreciation for different opinions.
- an ability to understand and interpret historical events: local, state, national, and world.
- an ability to identify and interpret the cause and effect of historical events.

The sixth grade student will:

- study Ancient Civilizations
- identify important historical people and events
- connect inventions and impact on the world
- use vocabulary and tools related to history and time periods

The seventh grade student will:

- study events in World History
- identify important historical people and events
- connect inventions and impact on world
- use vocabulary and tools related to history and time periods

The eighth grade student will:

- study the history of the United States
- identify important historical people and events which have impacted U.S. history
- connect inventions and impact on our world
- use vocabulary and tools related to history and time periods

Standard V – Social Science Analysis

A social studies program should include experiences and practices that allow students to analyze, explain, and resolve issues. The program should promote skills in researching, forming educated opinions, debating, critical thinking, and problem solving.

PRIMARY

The learners will develop

- an ability to problem solve towards a just and peaceful solution.
- an ability to identify an issue or event and how it influences self and others.
- an ability to identify and compare different points of view of an issue or event.

The pre-kindergarten student will:

- take turns
- listen to others
- resolve conflict
- participate in community service
- discuss current events
- use vocabulary and tools related to social science analysis

The kindergarten student will:

- take turns
- listen to others
- resolve conflict
- participate in community service
- discuss current events
- use vocabulary and tools related to social science and analysis

The first grade student will:

- take turns
- listen to others
- resolve conflict
- participate in community service
- discuss current events
- use vocabulary and tools related to social science and analysis

The second grade student will:

- take turns

- listen to others
- resolve conflict
- participate in community service
- discuss current events
- use vocabulary and tools related to social science and analysis

INTERMEDIATE

The learners will develop

- an ability to problem solve towards a just and peaceful solution.
- an ability to identify an issue or event and how it influences self and others.
- an ability to identify and compare different points of view of an issue or event.
- an ability to gather and analyze information and articulate a thoughtful conclusion.
- an ability to constructively share different opinions.
- an ability to critically evaluate sources and the authenticity, validity, and accuracy.
- an awareness of current events and an ability to form and voice opinions with supporting facts.

The third grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- use vocabulary and tools related to social science and analysis

The fourth grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- critically evaluate sources
- formulate and support opinions with facts
- use vocabulary and tools related to social science and analysis

The fifth grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- critically evaluate sources

- formulate and support opinions with facts
- use vocabulary and tools related to social science and analysis

MIDDLE SCHOOL

The learners will develop

- an ability to problem solve towards a just and peaceful solution.
- an ability to identify an issue or event and how it influences self and others.
- an ability to identify and compare different points of view of an issue or event.
- an ability to gather and analyze information and articulate a thoughtful conclusion.
- an ability to constructively share different opinions.
- an ability to critically evaluate sources and the authenticity, validity, and accuracy.
- an awareness of current events and an ability to form and voice opinions with supporting facts.

The sixth grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- critically evaluate sources
- formulate and support opinions with facts
- use vocabulary and tools related to social science and analysis

The seventh grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- critically evaluate sources
- formulate and support opinions with facts
- use vocabulary and tools related to social science and analysis

The eighth grade student will:

- listen to others
- resolve conflict
- participate in community service
- discuss, research, analyze, and articulate current events
- critically evaluate sources
- formulate and support opinions with facts

- use vocabulary and tools related to social science and analysis