

Diocese of Richmond

Consensus Curriculum for Social Studies

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Social Studies Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to provide consistency of instruction throughout the Diocese.

Framework

This curriculum is informed by the **2010 National Curriculum Standards for Social Studies**, a document set forth by the National Council for Social Studies and the Virginia Department of Education Standards of Learning. The early elementary curriculum progresses from a focus on the individual in Kindergarten through a focus on community in 3rd grade. The 4th-7th grades show a progression of Virginia and American History from the Age of Exploration through present day. Schools may elect for eighth grade students to take Civics and Economics or the High School World History I course. High school credit courses are: World History I, World History II, United States History and United States Government.

Acknowledgements

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Social Studies Standards

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade - Civics & Economics](#)

[9th Grade - World History I](#)

[10th Grade – World History II](#)

[11th Grade - United States History](#)

[12th Grade - U.S Government](#)



Diocese of Richmond Social Studies Curriculum

Grade Level: Kindergarten

SS K.1: The student will describe the relative location of people, places, and things.

- a. Describe the location of people, places, and things by using positional/ directional words

SS K.2: The student will demonstrate characteristics of being a good citizen.

- a. Take turns and share
- b. Take responsibility for certain classroom chores
- c. Take care of personal belongings and respect what belongs to others
- d. Follow rules and understand consequences
- e. Practice honesty, self-control, kindness
- f. Participate in decision making in the classroom
- g. Participate successfully in group settings
- h. Demonstrate how school and church influence everyday thinking and decision-making

SS K.3: The student will identify community helpers and their contributions.

- a. Match simple descriptions of work that people do with the names of those jobs
- b. Describe why community helpers are important

SS K.4: The student will recognize that history describes events, people, and traditions from other times and places.

- a. Identify examples of historical events, stories, legends, and traditions that helped shape our community
- b. Understand that history describes events and people of other times and places
- c. Describe everyday life in the present and in the past

SS K.5: The student will sequence events in the past and present and begin to recognize that things change over time.

- a. Describe how everyday life has changed over time

SS K.6: The student will develop an understanding of how communities express love for Church and country through events, symbols, and figures.

- a. Identify the American Flag
- b. Recite the Pledge of Allegiance
- c. Identify the president as the leader of the United States of America
- d. Recognize the holidays and the people associated with the holidays: Veterans' Day, Thanksgiving Day; Martin Luther King Jr. Day, Presidents' Day (George Washington, Abraham Lincoln), Memorial Day, Independence Day/Fourth of July, Betsy Ross
- e. Identify the Pope as the leader of the Catholic church
- f. Demonstrate love of the Catholic faith through words and actions

SS K.7: The student will describe how the location, climate, and physical surroundings of a community affect the way people live.

- a. Describe how food, clothing, shelter, transportation and recreation make communities different

SS K.8: The student will use simple maps and globes.

- a. Recognize that a map is a flat drawing of a place that shows where things are located from a bird's-eye view
- b. Recognize that a globe is a round model of the Earth
- c. Locate land and water features on a map and a globe
- d. Develop basic map reading skills (i.e. map legend)
- e. Identify places and objects of a familiar area

SS K.9: The student will develop a basic understanding of wants and choices.

- a. Recognize that people make choices because they cannot have everything they want.
- b. Explain that people work to earn money to buy the things they want



Diocese of Richmond Social Studies Curriculum

Grade Level: 1st Grade

SS 1.1: The student will apply the traits of a good citizen.

- a. Focus on fair play, exhibit good sportsmanship, help others, and treat others with respect
- b. Recognize the purpose of rules and practice self-control
- c. Demonstrate effort in all areas
- d. Take responsibility for one's own actions
- e. Value honesty and truthfulness in oneself and others
- f. Participate in classroom decision making through voting
- g. Identify one's rights and responsibilities as a citizen
- h. Illustrate the need to obey laws
- i. Identify and practice rules and laws of home, school, and community
- j. Define human rights and practice the responsibilities of good citizenship

SS 1.2: The student will understand Virginia as a community.

- a. Understand that state and local government official are elected by voters
- b. Recognize the contributions of the people of Virginia to their communities
- c. Recognize the diverse origins, customs and traditions of the people of Virginia and that they are united as Americans by common principles
- d. Recognize the cultural heritage of the individuals in the classroom.
- e. Identify groups that make up a community
- f. Describe how individuals and group needs are met within a community through group participation
- g. Demonstrate respect for the human dignity of all people
- h. Recognize that all humans are individual within his or her environments and that decisions and actions may impact how they perceive themselves, their abilities, their personality, and the world
- i. Identify the family as the basic foundation of the nation
- j. List the responsibilities of each family member
- k. Describe the meaning of a neighborhood.
- l. Identify and practice rules and laws of home, school, and community

SS 1.3: The student will recognize the symbols, people, and traditional practices that honor the Catholic Church, the Commonwealth of Virginia, and foster patriotism in the United States.

- a. Identify Catholic symbols, Virginia flag, state capitol building, state bird, and state flower
- b. Describe why people have symbols and traditions
- c. Demonstrate respect for the American Flag and reverence in church
- d. Recognize the purpose of the Pledge of Allegiance and Catholic prayers
- e. Identify Christopher Columbus, George Washington, Abraham Lincoln, Martin Luther King Jr., Rosa Parks, Johnny "Appleseed" Chapman, Thomas Jefferson, Mother Teresa, Pope John Paul II, Pope Francis and other significant information
- f. Identify National Landmarks which are important to our nation such as The White House, the Lincoln Memorial, The Capitol, The Statue of Liberty, and the Washington Monument, St. Peter's Basilica
- g. Identify patriotic symbols such as the Eagle, the U.S. Seal, the American Flag, the Virginia Flag, the Liberty Bell

SS 1.4: The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth.

- a. Describe the settlement of Virginia at Jamestown
- b. Describe famous Virginians, such as George Washington, and Thomas Jefferson who helped form a new nation
- c. Describe life in Virginia today including food, clothing, shelter, transportation, and recreation
- d. Describe how various cultures have contributed to the development of the United States with emphasis on Pilgrims, Native Americans, Immigrants, and other ethnic/minority groups
- e. Explain how the American government was started because of our desire to be free of English rule
- f. Recognize how America is a democracy
- g. Recognize that U.S. history is centered upon the expansion of freedom and religious rights

SS 1.5: The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth.

- a. Describe the story of famous Virginians

SS 1.6: The student will describe the people and events associated with major holidays.

- a. Describe the life of George Washington (President's Day)
- b. Describe the events and people related to Independence Day
- c. Describe the life of Martin Luther King, Jr

SS 1.7: The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

- a. Explain the difference between goods and services
- b. Explain how people are both buyers and sellers of goods and services.
- c. Identify advertisements
- d. Explain how the ads in newspapers, internet, and commercials through print and social medias can influence the purchase of goods and services

SS 1.8: The student will explain that people make choices because they cannot have everything they want.

- a. Identify the difference between needs and wants
- b. Make a decision based on the cost and benefit of a good or service

SS 1.9: The student will recognize the people save money for the future to purchase goods and services.

- a. Understand the difference between spending and saving money
- b. Describe the need to save in order to purchase a good or service in the future

SS 1.10: The student will develop map skills.

- a. Construct simple maps, including a title, map legend, and compass rose
- b. Recognize basic map symbols, including references to land, water, cities, and roads
- c. Use cardinal directions on maps
- d. Identify the physical shape of the United States and Virginia on maps and globes
- e. Locate the capitol of the United States (Washington D.C), and the capitol of Virginia (Richmond) on a map
- f. Identify the continents on a map
- g. Construct a simple map of a familiar area using basic map symbols in the map legend

SS 1.11: The student will develop a geographic understanding of Virginia.

- a. Recognize that the location of Virginia determines its climate and results in four distinct seasons
- b. Recognize that the landforms of Virginia affect the places people live
- c. Describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation
- d. Identify and explain ways people adapt to their environment specifically with shelter, clothing, and food



Diocese of Richmond Social Studies Curriculum

Grade Level: 2nd Grade

SS 2.1: The student will explain the responsibilities of a good citizen.

- a. Respect and protect the rights and property of others
- b. Take part in the voting process when making classroom decisions
- c. Describe actions that can improve the school and community
- d. Demonstrate self-discipline and self-reliance
- e. Practice honesty and trustworthiness
- f. Describe the purpose of rules and laws
- g. Demonstrate good citizenship by practicing self-discipline and self-reliance
- h. Demonstrate good citizenship by practicing honesty and trustworthiness
- i. Explain the responsibilities for respecting and protecting the rights and property of others
- j. Recognize the importance of voting and majority rule in decision making
- k. Demonstrate one's right to vote in a mock election
- l. Practice decision making skills that allow cooperation to occur in area where actions can improve the school and community

SS 2.2: The student will understand that the people of the United States contribute to their communities by practicing the responsibilities of good citizens.

- a. Recognize that people of the United States make contributions to their community
- b. Recognize that people of the United States of America vote in elections
- c. Recognize that people in the United States are united as Americans by common principles
- d. Recognize that people of the United States have the individual rights to life, liberty and the pursuit of happiness as well as equality under the law
- e. Define our nation as a free democratic country

SS 2.3: The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America.

- a. Explain the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty
- b. Learn the words and meaning of the Pledge of Allegiance

SS 2.4: The student will compare the lives and contributions of Native Americans, past and present.

- a. Locate the regions of the Powhatan, Lakota, and Pueblo Indians on a United States map
- b. Understand the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo Indians
- c. Identify and describe the wide variety of experiences that are a part of the settlement of the United States

SS 2.5: The student will describe why United States citizens celebrate major holidays.

- a. Identify the national holidays, customs and traditions of our nation and our Church

SS 2.6: The student will develop map skills by using globes and maps of the world and the United States.

- a. Identify the seven continents and five oceans
- b. Identify the equator, the Prime Meridian, and the four hemispheres
- c. Identify major rivers (James River, Mississippi River, Rio Grande, Huang He and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), lakes (Great Lakes) and other physical features in the United States
- d. Construct simple maps, using title, map legend, and compass rose

SS 2.7: The student will describe how the contribution of selected individuals changed the lives of Americans.

- a. Identify historical figures and their contributions to American society
- b. Recognize the role of leadership in the development of our nation

SS 2.8: The student will describe the three main types of resources.

- a. Identify natural resources (water, soil, wood, and coal)
- b. Identify human resources (people at work)
- c. Identify capital resources (machines, tools, and buildings)
- d. Describe differences of the three types of resources

SS 2.9: The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

- a. Distinguish between the use of barter and money in exchange for goods and services

SS 2.10: The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

- a. Explain how the scarcity of goods (limited resources) requires people to make choices about producing and consuming goods and services

SS 2.11: The student will demonstrate knowledge of the United States by describing important developments and innovation in United States history, including developments and innovations related to communication and transportation.

- a. Identify and compare how science and technology have impacted changes in community life in terms of buildings, jobs, transportation, and population
- b. Utilize technology to locate, review and interpret data, photographs, and tables
- c. Recognize that lifestyles in communities are influenced by environment, geography, and technology
- d. Discuss how inventions help to meet the needs of society
- e. Recognize how technology makes the world more accessible



Diocese of Richmond
Social Studies Curriculum
Grade Level: 3rd Grade

SS 3.1: The student will explain the responsibilities of a good citizen.

- a. Identify the qualities of a good citizen and their role within a community
- b. Discuss citizenship in the United States over time
- c. Compare and contrast personal and civic responsibilities
- d. Explain the responsibilities for respecting and protecting the rights and property of others
- e. Demonstrate good citizenship

SS 3.2: The student will recognize the importance of government in the community, Virginia, and the United States of America.

- a. Explain the purpose of laws
- b. Explain that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken
- c. Explain that government protects the rights and property of individuals
- d. Describe the basic structure of the United States government

SS 3.3: The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government for individual rights and freedoms.

- a. Recall the significance of national holidays, customs, and traditions.
- b. Recognize different origins, customs and traditions
- c. Identify the benefits of diversity
- d. Identify ways in which people can serve their community, state, and nation
- e. Recognize that the United States is a free, democratic nation of people who are united as Americans by common principles

SS 3.4: The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

- a. Explain how the scarcity of goods (limited resources) requires people to make choices about producing and consuming goods and services
- b. Identify how scarcity requires people to make choices due to their unlimited wants and needs
- c. Identify opportunity costs in personal decision making situations

SS 3.5: The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

- a. Distinguish between the use of barter and money in exchange for goods and services
- b. Discuss the reasons for specialization
- c. Identify situations where people would trade

SS 3.6: The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features.

- a. Locate and describe the geographic features of Africa
- b. Locate and describe the geographic features of Asia
- c. Locate and describe the geographic features of Europe
- d. Locate and describe the geographic features of North America
- e. Locate and describe the geographic features of South America

SS 3.7: The student will demonstrate understanding of the culture of ancient China and how its contributions have influenced present day life.

- a. Compare and contrast the geographical size of ancient China and present day China
- b. Identify key geographic features of ancient China
- c. Explain how people in ancient China used their available resources to produce goods and services
- d. Explain the influence of ancient China on architecture, inventions, and culture
- e. Understand the relationship between the environment and the culture of ancient China

SS 3.8: The student will demonstrate understanding of the culture of ancient Egypt and how its contributions have influenced present day life.

- a. Compare and contrast the geographical size of ancient Egypt and present day Egypt
- b. Identify key geographic features of ancient Egypt
- c. Explain how people in ancient Egypt, used their available resources to produce goods and services
- d. Explain the influence of ancient Egypt on architecture, inventions, and culture
- e. Understand the relationship between the environment and the culture of ancient Egypt

SS 3.9: The student will demonstrate understanding of the culture of ancient Greece and how its contributions have influenced present day life.

- a. Compare and contrast the geographical size of ancient Greece and present day Greece
- b. Identify key geographic features of ancient Greece
- c. Explain how people in ancient Greece, used their available resources to produce goods and services
- d. Explain the influence of ancient Greece on the government (indirect and representative democracy)
- e. Explain the influence of ancient Greece on sports
- f. Understand the relationship between the environment and the culture of ancient Greece

SS 3.10: The student will demonstrate understanding of the culture of ancient Rome and how its contributions have influenced present day life.

- a. Compare and contrast the geographical size of ancient Rome and present day Rome
- b. Identify key geographic features of ancient Rome
- c. Explain how people in ancient Rome, used their available resources to produce goods and services
- d. Explain the influence of ancient Rome on the government (indirect and representative democracy)
- e. Understand the relationship between the environment and the culture of ancient Rome

SS 3.11: The student will demonstrate understanding of the culture of ancient Mali and how its contributions have influenced present day life.

- a. Compare and contrast the geographical size of ancient and present day Mali
- b. Identify key geographic features of ancient Mali
- c. Explain how people in ancient Mali used their available resources to produce goods and services
- d. Understand the relationship between the environment and the culture of ancient Mali
- e. Describe the oral tradition (storytelling) of the early West African empire of Mali
- f. Describe the government (kings) of the early West African empire of Mali
- g. Describe the economic development (trade) of the early West African empire of Mali



Diocese of Richmond Social Studies Curriculum

Grade Level: 4th Grade

SS 4.1: The student will demonstrate an understanding of the past and present physical geography of North America to include maps, globes, photographs, pictures, or tables.

- Locate and describe major geographic regions of North America
- Locate major water features and explain their importance to the early history of the United States
- Recognize key geographic features on maps, diagrams, and/or photographs

SS 4.2: The student will apply social science skills to understand how early cultures developed in North America.

- Interpret archeological material as evidence remaining from past human activity
- Locate and examine where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo) and Eastern Woodlands (Iroquois)
- Describe how the American Indians used the resources in their environment

SS 4.3: The student will demonstrate an understanding of the physical geography of Virginia to include maps, globes, photographs, pictures, or tables.

- Locate Virginia and its bordering states and bordering bodies of water on maps of the United States
- Locate and describe Virginia's 5 regions - Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau
- Locate and identify water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp)
- Recognize key geographic features on maps, diagrams, and/or photographs

SS 4.4: The student will apply social science skills to understand how early cultures developed in Virginia.

- Locate the three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia
- Describe how American Indians secured food, clothing and shelter in their particular climate and environment
- Describe how archaeologists have recovered new material evidence
- Describe the lives of American Indians in Virginia today

SS 4.5: The student will apply social science skills to understand European exploration in North America.

- Identify the location of the seven continents and five oceans
- Describe the motivations for, obstacles to, and accomplishments of European exploration
- Name and locate the early, northern European settlements of the Spanish, French, and British
- Compare and contrast the early, northern European settlements of the Spanish, French, and British
- Identify the various explorers associated with European exploration
- Describe the cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land

SS 4.6: The student will demonstrate an understanding of the first permanent English settlement in America.

- a. Explain the reasons for English Colonization
- b. Describe and discuss how early settlements helped establish British control in North America
- c. Describe the economic and geographic influences on the decision to settle at Jamestown
- d. Describe the importance of the charters of the Virginia Company of London in establishing the Jamestown Settlement
- e. Describe the hardships faced by settlers at Jamestown and the changes that took place to ensure survival
- f. Describe the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers
- g. Identify the importance of the General Assembly (1619) as the first representative legislative body in English America
- h. Identify the impact of the arrival of Africans and English women to the Jamestown settlement

SS 4.7: The student will demonstrate an understanding of life in the Virginia colony.

- a. Explain the importance of agriculture and its influence on the institution of slavery
- b. Describe how the culture of colonial Virginia reflected the origins of American Indians, European immigrants (English, Scots-Irish, German), and Africans as a multi-cultural colony
- c. Explain the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg
- d. Describe how money, barter, and credit were used
- e. Describe everyday life in colonial Virginia
- f. Summarize the factors that led to Virginia being made a royal colony



Diocese of Richmond Social Studies Curriculum

Grade Level: 5th Grade

SS 5.1: The student will apply social science skills to understand the factors that shaped colonial America.

- a. Describe the religious and economic events and conditions that led to the colonization of America
- b. Describe life in New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services
- c. Describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies
- d. Describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans
- e. Explain the political and economic relationships between the colonies and Great Britain

SS 5.2: The student will demonstrate and understanding of the factors that led to the American Revolution.

- a. Describe the French and Indian War and its impact on British/colonial relations
- b. Explain how the debt incurred from the French and Indian War prompted unfair taxation
- c. Describe why colonists viewed themselves as patriots or loyalists
- d. Describe how colonists protested British Rule
- e. Explain the issues of dissatisfaction that led to the American Revolution
- f. Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence
- g. Identify key historical figures and their contributions during the period leading up to the Revolutionary War

SS 5.3: The student will apply social science skills to understand the American Revolution.

- a. Explain the issues of dissatisfaction that led to the American Revolution
- b. Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence
- c. Describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Marquis de Lafayette
- d. Explain how the colonies were able to gain independence from Great Britain

SS 5.4: The student will demonstrate an understanding of the establishment of a new American nation and its government.

- a. Identify important documents that guided the establishment of the new nation
- b. Identify important historical figures and their contributions
- c. Explain the weaknesses of the Articles of Confederation and how they led to the development of the Constitution
- d. Describe the historical development of the Constitution of the United States
- e. Identify the three branches of government and the function of each
- f. Describe the accomplishments and contributions of the first five presidents of the United States; four of which were Virginians

SS 5.5: The student will locate and identify the 50 states and their capitals.

- a. Locate and name each state on a map
- b. Name each state's capital
- c. Describe each state's basic economy, climate, resources and attractions

SS 5.6: The student will apply social science skills to understand westward expansion in America from 1801-1861.

- a. Describe territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California
- b. Identify the geographic and economic factors that influenced the westward movement of settlers
- c. Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America
- d. Describe the impact of westward expansion on American Indians (Trail of Tears).
- e. Describe the events that contributed to American expansion

SS 5.7: The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War.

- a. Evaluate how social change created division between the North and South
- b. Describe the cultural, economic and constitutional differences between the North and South that eventually resulted in the Civil War
- c. Locate on a map the states that seceded from the Union and those that remained in the Union
- d. Describe the major events and circumstances leading up to the Civil War



Diocese of Richmond Social Studies Curriculum

Grade Level: 6th Grade

SS 6.1: The student will apply social science skills to understand the causes, major events, and effects of the Civil War.

- a. Describe the cultural, economic, and constitutional issues that divided the nation*
- b. Explain how the issues of states' rights and slavery increased sectional tensions*
- c. Locate on a map the states that seceded from the Union and those that remained in the Union
- d. Describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war
- e. Describe critical developments in the war including the location of major battles
- f. Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans
- g. Analyze the care for God's creation in the period under study

SS 6.2: The student will apply social science skills to understand the effects of Reconstruction on life after the Civil war

- a. Analyze the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States
- b. Identify the effects of Reconstruction
- c. Identify the effects of segregation and "Jim Crow" on life in the U.S. for American Indians, whites, and African Americans
- d. Describe the importance of railroads, new industries, and growth of cities to economic development
- e. Describe racial segregation, the rise of "Jim Crow", and other constraints faced by African Americans and other groups in the post-Reconstruction South
- f. Analyze and interpret a map of America's expansion through the Reconstruction Period
- g. Explain the challenges of Reconstruction in terms of Catholic Social Teaching

SS 6.3: The student will apply social science skills to understand how life changed after the Civil War.

- a. Examine the reasons for westward expansion, including its impact on American Indians
- b. Explain the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion
- c. Explain the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization
- d. Analyze care for God's creation during the Industrial Revolution
- e. Evaluate and explain the impact of the Progressive movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement

SS 6.4: The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I.

- a. Explain the reasons for and the results of the Spanish-American War
- b. Describe Theodore Roosevelt's impact on the foreign policy of the United States
- c. Evaluate and explain the reasons for the United States' involvement in World War I
- d. Identify factors which contributed to the growth of American imperialism and explain how the US expanded its political and economic influence overseas
- e. Recognize how competition for influence in China and regions of the Pacific led to new foreign policies
- f. Analyze how the Spanish-American War emerged from events in Cuba where its people resisting Spanish rule
- g. Understand what shaped the policies of the US in Latin America
- h. Identify factors that lead the Great War
- i. Understand how the war progressed in Europe and how Americans reacted
- j. Determine what led to the involvement of the US and the role Americans played in the fighting
- k. Discuss the steps the US took to prepare for war
- l. Explain the principles Woodrow Wilson outlined in his plans for peace



Diocese of Richmond Social Studies Curriculum

Grade Level: 7th Grade

SS 7.1: The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I.

- a. Evaluate and explain the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war
 - b. *Understand how the war progressed in Europe and how Americans reacted
 - c. *Determine what led to the involvement of the US and the role Americans played in the fighting
 - d. *Discuss the steps the US took to prepare for war
 - e. Explain the principles Woodrow Wilson outlined in his plans for peace
 - f. Understand why many Americans were opposed to the Treaty of Versailles
- * Denotes review from 6th grade

SS 7.2: The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century.

- a. Explain the changes in economic, social and political arenas during this time period
- b. Examine factors that allowed Americans to experience prosperity and economic expansion during the 1920s
- c. Identify how lifestyles changed for many in the 1920s
- d. Examine the causes of the stock market crash and understand how the Great Depression plunged many into poverty
- e. Discuss the role of president of Franklin D. Roosevelt during the Great Depression

SS 7.3: The student will apply social science skills to understand the major causes and effects of American involvement in World War II.

- a. Explain the causes and events that led to American involvement in the war. Including the attack on Pearl Harbor
- b. Locate and describe the major events and turning points of the war in Europe and the Pacific
- c. Explain and evaluate the impact of the war on the home front
- d. Explain the cause and origins of WWII
- e. Analyze how the rise of dictators came to power around the world
- f. Identify which nations fell to Germany in 1939 and 1940
- g. Describe how the US responded to the war in Europe
- h. Discuss the attack on Pearl Harbor and its consequences
- i. Recognize the important battles that took place in North Africa, Italy and the Soviet Union between 1942-1944
- j. Understand the factors that contributed to the Allied victory in Europe
- k. Examine the effects of the Holocaust
- l. Examine how the US planned to gain control of the Pacific region
- m. Explain the use of new technology and the impact it had on the people and the physical environment
- n. Describe the human and economic cost of the war
- o. Examine how America's war aims changed during the war

SS 7.4: The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world by the end of World War II through 1965.

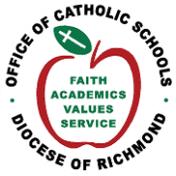
- a. Describe the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations
- b. Describe the conversion from a wartime to a peacetime economy
- c. Examine the role of the United States in defending freedom during the Cold War; including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe and on domestic and foreign politics and U.S. economic policy
- d. Describe the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities
- e. Evaluate and explain the impact of international trade and globalization on American life
- f. Understand how McCarthyism and the Red Scare affected the nation
- g. Identify which groups did not share in the good times of this era

SS 7.5: The student will apply social science skills to understand the key domestic and international issues from 1965-1980.

- a. Examine the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA) and the changing role of women on all Americans
- b. Describe the development of new technologies in communication, entertainment, and business and their impact on American life
- c. Analyze how representative citizens have influenced America scientifically, culturally, academically, and economically
- d. Describe economic, political, and social trends that shaped the end of the 20th century

SS 7.6: The student will apply social science skills to understand the key domestic and international issues from 1980 -present day.

- a. Analyze the impact of the end of the Cold War Era on domestic policies
- b. Understand the rise of violent protests
- c. Evaluate how technology has impacted society
- d. Explain the domestic response to various environmental challenges
- e. Examine the impact of global terrorist actions on domestic and foreign policy



Diocese of Richmond
Social Studies Curriculum
Grade Level: 8th Grade - Civics & Economics

SS 8.1: The student will apply social science skills to understand the foundations of American constitutional government.

- a. Explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government
- b. Examine and evaluate the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights
- c. Compare and contrast American civic ideals with theological and cardinal virtues

SS 8.2: The student will apply social science skills to understand the creation and implementation of the United States Constitution.

- a. Describe the purposes for the Constitution of the United States as stated in its Preamble
- b. Describe the creation of the Articles of Confederation, and its failure
- c. Analyze the arguments of the Federalists and Antifederalists
- d. Explain the perspectives of small v. large states
- e. Describe process of the development on the Constitution
- f. Explain the relationship between the Church and State in the development of the Constitution

SS 8.3: The student will apply social science skills to understand the Bill of Rights and Amendments.

- a. Understand the role of the Bill of Rights in the ratification of the United States Constitution
- b. List and explain the five (5) freedoms guaranteed by the First Amendment
- c. Explain the Amendments that protect the rights of the accused (4-8th)
- d. Explain the remaining Amendments of the Bill of Rights (remaining)
- e. Describe the extensions of the Bill of Rights (13th, 14th, 15th, 17th, 19th, 23rd, 24th, and 26th)
- f. Understand the remaining Amendments
- g. Explain how the Constitution can be amended to protect the rights and freedoms of individuals
- h. Examine the amendments in terms of social justice and Catholic Social Teaching

SS 8.4: The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens.

- a. Describe the processes by which an individual becomes a citizen of the United States.
- b. Describe the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws
- c. Describe the duties of citizenship, including obeying laws, paying taxes, defending the nation, and serving in court
- d. Examine the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues and respecting differing opinions in a diverse society
- e. Evaluate how civic and social duties address community needs and serve the public good
- f. Practice trustworthiness and honesty
- g. Practice courtesy and respect for the rights of others
- h. Practice responsibility, accountability, and self-reliance
- i. Practice respect for the law
- j. Practice patriotism

- k. Practice thoughtful decision making
- l. Practice service to the school and/or local community
- m. Identify and explain the rights and responsibilities of citizens, according to both the law and according to the Catholic Church
- n. Recognize the importance of citizen participation in government decisions

SS 8.5: The student will apply social science skills to understand the structure of the government of the United States at the national level.

- a. Describe the structure and powers of the legislative, executive, and judicial branches of the national government
- b. Explain the principle of separation of power and the operation of checks and balances
- c. Explain or simulate the lawmaking process
- d. Explain how the Constitution allocates power and responsibility to the Legislative Branch of the national government
- e. Explain the necessity of laws
- f. Explain the roles of the cabinet and regulatory commissions in the executive branch

SS 8.6: The student will apply social science skills to understand the American constitutional government at the state level in Virginia.

- a. Describe the structure and powers of the state government
- b. Explain the relationship of state governments to the national government in the federal system
- c. Explain or simulate the lawmaking process at the state level
- d. Describe the roles and powers of the executive branch and regulatory boards of the state of Virginia

SS 8.7: The student will apply social science skills to understand the American constitutional government at the local level.

- a. Describe the structure and powers of the local government
- b. Explain the relationship of local government to the state government
- c. Explain or simulate the lawmaking process at the local level

SS 8.8: The student will apply social science skills to understand the political process at the local, state, and national levels of government.

- a. Describe the functions of political parties
- b. Compare and contrast the similarities and differences of political parties
- c. Analyze campaigns for elective office, with emphasis on the role of the media
- d. Evaluate and explain the role of campaign contributions and costs
- e. Examine the history and requirements for voter registration
- f. Participate in simulated local, state, and/or national elections
- g. Describe the role of the Electoral College in the election of the president and vice president

SS 8.9: The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government.

- a. Examine the impact of the media on public opinion and public policy
- b. Describe how individuals and interest groups influence public policy
- c. Describe the impact of international issues and events on local decision making
- d. Explain the role of the Catholic Church in influencing public policy in the U.S.

SS 8.10: The student will apply social science skills to understand the legal systems established by the Constitution of Virginia and the Constitution of the United States.

- a. Describe the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction
- b. Describe the exercise of judicial review
- c. Compare and contrast civil and criminal cases
- d. Explain how due process protections seek to ensure justice

SS 8.11: The student will apply social science skills to understand the United States economy and personal finance and career opportunities.

- a. Explain that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost
- b. Compare and contrast how traditional, free market, command, and mixed economies decide how to allocate their limited resources
- c. Describe the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty and competition
- d. Describe how in a market economy supply and demand determine prices
- e. Describe the types of business organizations and the role of entrepreneurship
- f. Examine competition in the marketplace
- g. Explain how and why government provides certain goods and services
- h. Describe how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide
- i. Explain the structure of and main function of the Federal Reserve System and how it acts as the nation's central bank
- j. Describe how governments regulate to protect consumer, labor, the environment, competition in the marketplace, and property rights



Diocese of Richmond Social Studies Curriculum

Grade Level: 9th Grade - World History I

SS WHI.1: The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution.

- a. Explain the impact of geographic environment on hunter-gatherer societies
- b. Describe characteristics of hunter-gatherer societies, including their use of tools and fire
- c. Analyze how technological and social developments gave rise to sedentary communities
- d. Analyze how archaeological discoveries are changing current understanding of early societies
- e. Describe early hominids
- f. Compare and contrast the Paleolithic and Neolithic Ages

SS WHI.2: The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians.

- a. Locate these civilizations in time and place and describing their major geographic features
- b. Summarize the effects of their geography on culture
- c. Describe the development of technology, political, economic patterns, and social, including slavery
- d. Explain the development and interactions of religious traditions
- e. Describe the origins, beliefs, traditions, customs, and spread of Judaism
- f. Explain the development of language and writing
- g. Explain the enduring influence of these civilizations

SS WHI.3: The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations.

- a. Locate Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy
- b. Explain the rise of the Persian Empire
- c. Analyze the leadership of Cyrus, Cambyses and Darius
- d. Locate India in time and place, including its origins, early development, and the debate over the Aryan migrations
- e. Describe the achievements of the Mauryan and Gupta empires
- f. Describe the origins, beliefs, traditions, customs, and spread of Hinduism
- g. Describe the origins, beliefs, traditions, customs, and spread of Buddhism
- h. Locate China in time and place, including the development of an empire and the construction of the Great Wall; and
- i. Describe the impact of Confucianism, Taoism, and Buddhism
- j. Describe the rise and fall of the Zhou and Qin Dynasties
- k. Explain the cultural contributions of China during this time period

SS WHI.4: The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization.

- a. Locate Greek civilizations in time and place and describing their major geographic features
- b. Describe the social and religious structure of ancient Greece
- c. Describe the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy
- d. Evaluate the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars
- e. Evaluate the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great
- f. Cite and explain contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle

SS WHI.5: The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization.

- a. Locate Roman civilizations in time and place and describing their major geographic features
- b. Describe the social structure and cultural development of the Roman Republic
- c. Describe and evaluate the political and military structure of the Roman Republic under the rule of Julius Caesar
- d. Describe and evaluate the political and military structure of the Roman Republic under the rule of Augustus Caesar
- e. Assess the economic structure of Rome, Rome's imperial conquests, and the Pax Romana
- f. Evaluate the fall of the Western Roman Empire and the Germanic invasions

SS WHI.6: The student will apply social science skills to understand the development of Christianity.

- a. Describe the origins, beliefs, traditions, customs, and spread of Christianity in time and place
- b. Explain the unifying role of the Church in Europe after the collapse of Rome
- c. Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe
- d. Identify the role of St. Paul and other apostles in the spread of Christianity

SS WHI.7: The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.).

- a. Describe why Constantinople became a major trading center
- b. Explain the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place
- c. Describe Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy
- d. Characterize the role Byzantine art and architecture played in the preservation of Greek and Roman traditions
- e. Explain the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church
- f. Analyze and explain the influence of Byzantine culture on Eastern Europe

SS WHI.8: The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E).

- a. Describe the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours
- b. Assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade
- c. Explain the cultural and scientific contributions and achievements of Islamic civilization

SS WHI.9: The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization .

- a. Locate and describe the societies of Western Europe during the Middle Ages in time and place
- b. Describe the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne
- c. Explain the social, religious, and cultural development of the Magyars and Anglo-Saxons
- d. Describe the social, religious, and cultural patterns of the Vikings
- e. Evaluate and explain the development of feudalism and the manor system
- f. Explain how the effects of the Dark Ages in Europe brought on the Feudal system

SS WHI.10: The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China.

- a. Locating and explain major global and regional trade routes
- b. Explain technological advances and transfers, networks of economic interdependence, and cultural interactions
- c. Explain the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region
- d. Evaluate the impact of the Mongol Empire throughout Asia

SS WHI.11: The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai.

- a. Trace the growth of African trade
- b. Summarize the achievements of early West African societies
- c. Locate early civilizations and kingdoms in time and place and describe major geographic features
- d. Explain the development of social, political, economic, religious, and cultural patterns in each region
- e. Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence

SS WHI.12: The student will apply social science skills to understand the civilizations of the Western Hemisphere including the Maya, Aztec, and Inca.

- a. Locate early civilizations in time and place and describing major geographic features;
- b. Explain the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas
- c. Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence
- d. Discuss methods and impact of conquistadors

SS WHI.13: The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods.

- a. Describe the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each
- b. Explain conflicts across Europe and Asia, including the Crusades and the fall of Constantinople
- c. Explain patterns of crisis and recovery related to the Black Death (bubonic plague)
- d. Evaluate and explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science
- e. Explain the significance of the Great Western Schism

SS WHI.14: The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

- a. Determine the economic and cultural foundations of the Italian Renaissance
- b. Sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*
- c. Cite the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch
- d. Compare and contrast the Italian and the Northern Renaissance, and citing the contributions of writers



Diocese of Richmond Social Studies Curriculum

Grade Level: 10th Grade – World History II

SS WHII.1: The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.).

- a. Locate major states and empires
- b. Describe artistic, literary, and intellectual ideas of the Renaissance
- c. Describe the distribution of major religions
- d. Analyze major trade patterns
- e. Cite major technological and scientific exchanges in the Eastern Hemisphere

SS WHII.2: The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization

- a. Explain the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I
- b. Describe the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions
- c. Describe how the Reformation led to changing cultural values, traditions, and philosophies, and assess the role of the printing press
- d. Explain the causes for the development of new branches of Christianity, identify their beliefs, and evaluate the response of the Catholic Church to the reformation

SS WHII.3: The student will apply social science skills to understand the impact of the European Age of Exploration.

- a. Explain the political and economic goals of European exploration and colonization
- b. Describe the geographic expansion into Africa, Asia, and the Americas
- c. Compare and contrast the social and cultural influences of European settlement on Africa, Asia, and the Americas
- d. Analyze how competition for colonies changed the economic system of Europe
- e. Define and Describe how the Scientific Revolution led to social and technological changes that influenced the European view of the world
- f. Explain the new advancements and the political climate that permitted large scale exploration, recognizing the achievements of major explorers, and evaluating the short term and long-term outcomes of exploration

SS WHII.4: The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.).

- a. Locate European nations and their empires in time and place and identify major geographic features of Europe
- b. Describe the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V
- c. Describe the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period
- d. Explain absolutism as a form of governance, describing the characteristics of specific monarchs, and analyzing why absolutism was a precursor to revolution.
- e. Explain new ideas in the fields of science and political science including the Enlightenment and Scientific Revolution

- f. Describe the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy
- g. Explain the causes and effects of the American and French Revolutions
- h. Describe the development of social and cultural patterns in the German and Italian states
- i. Describe the development of social and cultural patterns in Russia, with emphasis on Peter the Great

SS WHII.5: The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.).

- a. Locate Asian empires in time and place and identify major geographic features
- b. Describe the location and development of social and cultural patterns, and the impact of the Ottoman Empire on the region
- c. Describe the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade
- d. Describe the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty
- e. Describe the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate
- f. Compare and contrast the political and economic systems of Asian empires

SS WHII.6: The student will apply social science skills to understand the changes in European nations between 1800 and 1900.

- a. Explain the roles of resources, capital, and entrepreneurship in developing an industrial economy
- b. Examine the impact of new inventions and the fundamental reorganization of Western civilization.
- c. Analyze the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children
- d. Describe how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement
- e. Assess the impact of Napoleon and the Congress of Vienna on political power in Europe
- f. Explain the events related to the unification of Italy and the role of Italian nationalism
- g. Explain the events related to the unification of Germany and the role of Bismarck

SS WHII.7: The student will apply social science skills to understand global interactions between 1800 to about 1900.

- a. Describe the expansion of the United States between 1776 and 1900, and assess its changing role in the world
- b. Explain the causes and effects of the revolutions in Latin America, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identify the impact of the American and French Revolutions on Latin America
- c. Describe the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine
- d. Assess the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia
- e. Analyze the relationship between industrialization, imperialism, and nationalism.

SS WHII.8: The student will apply social science skills to understand World War I and its worldwide impact.

- a. Explain economic and political causes and identify major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II
- b. Describe the location of major battles and the role of new technologies
- c. Analyze and Explain the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system citing causes and consequences of the Russian Revolution
- d. Explain the causes and assess the impact of worldwide depression in the 1930s
- e. Examine the rise of totalitarianism

SS WHII.9: The student will apply social science skills to understand World War II and its worldwide impact.

- a. Explain the major causes of the war
- b. Describe the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito
- c. Describe the major events, including major battles and the role of new technologies
- d. Examine the Holocaust and other examples of genocide in the twentieth century
- e. Examine the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948)
- f. Explain the social, political, economic, and cultural characteristics associated with the Great Depression and World War II by explaining the causes, events, and outcomes of each

SS WHII.10: The student will apply social science skills to understand the conflicts during the second half of the twentieth century.

- a. Explain the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b. Describe the major leaders and events of the Cold War, including the location of major conflicts
- c. Describe conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh
- d. Examine the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan
- e. Describe the reasons for the rivalry between the US and Russia and explain how that rivalry manifested itself in other global conflicts
- f. Explain the implications of each of the major events (and their outcomes) of the Cold war and how each of these events when coupled with Soviet policies ultimately led to the collapse of the USSR

SS WHII.11: The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts.

- a. Describe the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy
- b. Describe Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa
- c. Describe the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser
- d. Explain the social, economic, and political aspects of global independence movements by explaining the causes, events, and results of each movement

SS WHII.12: The student will apply social science skills to understand the global changes during the early twenty-first century.

- a. Identify contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies
- b. Assess the link between economic and political freedom
- c. Describe economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements
- d. Analyze the increasing impact of terrorism
- e. Analyze the processes that have led to a greater level of global interconnectedness and the impacts these connections have on sovereign countries
- f. Discuss the social, economic, and political issues plaguing the modern world by explaining the causes of instability and areas currently causing conflict.



Diocese of Richmond Social Studies Curriculum

Grade Level: 11th Grade - United States History

SS USH.1: The student will apply social science skills to understand the impact of the Age of Exploration.

- a. Describe the characteristics of early exploration and evaluating the impact of European settlement in the Americas
- b. Analyze the cultural interactions among American Indians, Europeans, and Africans
- c. Analyze how geography played a role in the formation of societies in the Americas.
- d. Describe how politics, economics, and intellectual developments in Western Europe led to the Age of Exploration
- e. Summarize how Columbus' voyages set off a chain of events that brought together the peoples of Europe, Africa, and the Americas
- f. Recognize how the early Catholic church influenced patterns of exploration in the Americas

SS USH.2: The student will apply social science skills to understand early European colonization.

- a. Evaluate the economic characteristics of the colonies
- b. Analyze how social and political factors impacted the culture of the colonies
- c. Explain the impact of the development of indentured servitude and slavery in the colonies
- d. Analyze the differences between Spanish, Dutch, French, and English settlements and how they interacted with African slaves
- e. Summarize how the Quakers and Puritans religious and political views influenced the early colonies
- f. Compare how the Southern, Northern, and Middle colonies emerge

SS USH.3: The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period.

- a. Describe the results of the French and Indian War
- b. Evaluate how political ideas of the Enlightenment helped shape American politics
- c. Explain how conflicting loyalties created political differences among the colonists concerning separation from Great Britain
- d. Describe the conflicts that led to the separation from Great Britain
- e. Describe the strategies for success during the Revolutionary War
- f. Analyze the competing factors that led to colonial victory in the Revolutionary War
- g. Evaluate how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy

SS USH.4: The student will apply social science skills to understand the development of the American political system.

- a. Describe the social and political changes in America after the Revolutionary War
- b. Examine founding documents to explore the development of American constitutional government, with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights
- c. Describe the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington
- d. Assess the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties
- e. Evaluate the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government

SS USH.5: The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century.

- a. Explain territorial expansion and its impact on the American Indians
- b. Describe the political results of territorial expansion
- c. Assess the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812
- d. Analyze the social and cultural changes during the period, with emphasis on "the age of the common man" (Jacksonian Era)
- e. Evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union
- f. Evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union
- g. Analyze Andrew Jackson's conflicting policies concerning Native Americans and the common man
- h. Explain how Manifest Destiny and President James K. Polk's policies impacted the nation
- i. Evaluate and explain the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery

SS USH.6: The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history.

- a. Describe major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass
- b. Evaluate and explain the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address
- c. Evaluate and explain the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front
- d. Evaluate post-war Reconstruction plans presented by key leaders of the Civil War
- e. Evaluate and explain the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States

SS USH.7: The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century .

- a. Explain the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians
- b. Analyze the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities
- c. Examine the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation
- d. Analyze the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia
- e. Evaluate and explain the social and cultural impact of industrialization, including rapid urbanization
- f. Evaluate and explain the social and cultural impact of industrialization, including rapid urbanization
- g. Evaluate and explain the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation
- h. Evaluate and explain the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation

SS USH.8: The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries.

- a. Explain changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War
- b. Evaluate the United States’ involvement in World War I, including Wilson’s Fourteen Points
- c. Evaluate and explain the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations

SS USH.9: The student will apply social science skills to understand key events during the 1920s and 1930s.

- a. Analyze how popular culture evolved and challenged traditional values
- b. Assess and explain the economic causes and consequences of the stock market crash of 1929
- c. Explain the causes of the Great Depression and its impact on the American people
- d. Evaluate and explain how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy

SS USH.10: The student will apply social science skills to understand World War II.

- a. Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response
- b. Describe and locate the major battles and key leaders of the European theater
- c. Describe and locate the major battles and key leaders of the Pacific theater
- d. Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort
- e. Analyze the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals
- f. Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers.

SS USH.11: The student will apply social science skills to understand the United States' foreign policy during the Cold War era.

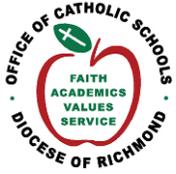
- a. Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan
- b. Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism
- c. Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO)
- d. Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China
- e. Evaluate and explain how policy changes impacted the United States' relationships in Latin America
- f. Analyze the domestic impact of the Cold War
- g. Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan

SS USH.12: The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century.

- a. Explain the factors that led to United States expansion
- b. Evaluate and explain the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision
- c. Explain how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans
- d. Analyze changes in immigration policy and the impact of increased immigration
- e. Evaluate and explain the foreign and domestic policies pursued by the American government after the Cold War
- f. Explain how scientific and technological advances altered American lives
- g. Evaluate and explain the changes that occurred in American culture

SS USH.13: The student will apply social science skills to understand the political and social conditions in the United States during the early twenty-first century.

- a. Assess the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law
- b. Evaluate and explain the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001)
- c. Evaluate the evolving and changing role of government, including its role in the American economy
- d. Explain scientific and technological changes and evaluating their impact on American culture



Diocese of Richmond
Social Studies Curriculum
Grade Level: 12th Grade U.S. Government

SS GOV.1: The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government.

- a. Describe the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic
- b. Explain the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights
- c. Evaluate the writings of Hobbes, Locke, and Montesquieu
- d. Explain the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London
- e. Analyze the natural rights philosophies expressed in the Declaration of Independence
- f. Evaluate and explain George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress

SS GOV.2: The student will apply social science skills to understand the concepts of democracy.

- a. Recognize the fundamental worth and dignity of the individual
- b. Recognize the equality of all citizens under the law
- c. Recognize what defines a citizen and how noncitizens can become citizens
- d. Recognize majority rule and minority rights
- e. Recognize the necessity of compromise
- f. Recognize the freedom of the individual

SS: GOV.3: The student will apply social science skills to understand the Constitution of the United States.

- a. Examine the ratification debates and *The Federalist*
- b. Evaluate the purposes for government stated in the Preamble
- c. Examine the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism
- d. Define the structure of the national government outlined in Article I, Article II, and Article III
- e. Analyze and explain the amendment process

SS GOV.4: The student will apply social science skills to understand the federal system of government described in the Constitution of the United States.

- a. Evaluate the relationship between the state government and the national government
- b. Examine the extent to which power is shared
- c. Identify the powers denied state and national governments
- d. Analyze the ongoing debate that focuses on the balance of power between state and national governments

SS GOV.5: The student will apply social science skills to understand local, state, and national elections.

- a. Describe the nomination and election process, including the organization and evolving role of political parties
- b. Examine campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups
- c. Analyze the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections
- d. Investigate and explain the impact of reapportionment and redistricting on elections and governance
- e. Describe how amendments have extended the right to vote
- f. Analyze voter turnout in local, state, and national elections

SS GOV.6: The student will apply social science skills to understand the organization and powers of the national government.

- a. Examine the legislative, executive, and judicial branches
- b. Analyze the relationships among the three branches in a system of checks and balances and separation of powers
- c. Investigate and explain the ways individuals and groups exert influence on the national government

SS GOV.7: The student will apply social science skills to understand the process by which public policy is made.

- a. Define public policy and determining how to differentiate public and private action
- b. Examine different perspectives on the role of government
- c. Describe how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965
- d. Describe how the state and local governments influence the public agenda and shape public policy
- e. Investigate and evaluate the process by which policy is implemented by the bureaucracy at each level
- f. Analyze how the incentives of individuals, interest groups, and the media influence public policy
- g. Devise a course of action to address local and/or state issues
- h. Examine the role of the Catholic Church in influencing public policy in the United States

SS GOV.8: The student will apply social science skills to understand the federal judiciary.

- a. Describe the organization, jurisdiction, and proceedings of federal courts
- b. Evaluate how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in *Marbury v. Madison*
- c. Describe how the Supreme Court decides cases
- d. Compare the philosophies of judicial activism and judicial restraint
- e. Investigate and evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual

SS GOV.9: The student will apply social science skills to understand civil liberties and civil rights.

- a. Examine the Bill of Rights, with emphasis on First Amendment freedoms
- b. Analyze due process of law expressed in the Fifth and Fourteenth Amendments
- c. Explain how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation
- d. Investigate and evaluate the balance between individual liberties and the public interest
- e. Examine how civil liberties and civil rights are protected under the law
- f. Examine civil liberties and civil rights through the lens of Catholic Social Teaching

SS GOV.10: The student will apply social science skills to role of the United States in a changing world.

- a. Describe the responsibilities of the national government for foreign policy and national security
- b. Assess the role of national interest in shaping foreign policy and promoting world peace
- c. Examine the relationship of Virginia and the United States to the global economy, including trends in international trade

SS GOV.11: The student will apply social science skills to understand economic systems.

- a. Identify the basic economic questions encountered by all economic systems
- b. Compare the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx
- c. Evaluate the impact of the government's role in the economy on individual economic freedoms

SS GOV.12: The student will apply social science skills to the role of government in the United States economy.

- a. Describe the provision of government goods and services that are not readily produced by the market
- b. Describe government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace
- c. Investigate and describe the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government
- d. Analyze how Congress can use fiscal policy to stabilize the economy
- e. Describe the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy
- f. Evaluate the trade-offs in government decisions

SS GOV.13: The student will apply social science skills to understand the characteristics of thoughtful, effective participation in civic life in a democratic republic.

- a. Explain and demonstrate the characteristics of good citizenship
- b. Describe the ways one can participate thoughtfully and effectively in civic life