

HISTORY/SOCIAL SCIENCE STANDARDS

Kindergarten

Learning and Working Now and Long Ago

- K.1 Demonstrate an understanding that being a good Catholic involves acting in certain ways, in terms of:**
1. Rules and the consequences of breaking them.
 2. Honesty, courage, determination, and individual responsibility.
 3. Beliefs and related behavior of characters in stories from times past, including the Bible, and the consequences of their actions.
- K.2 Develop a sense of patriotism by learning to recognize national and state symbols, as well as icons (e.g. flags, bald eagle, Statue of Liberty).**
- K.3 Match simple descriptions of work that people do and the names of those jobs with examples from the Church, school, local community, state, and national governments.**
- K.4 Compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:**
1. Determining the relative location of objects using near/far, left/right, behind/in front.
 2. Distinguishing between land and water and locating general areas referenced in historically based legends and stories on maps and globes.
 3. Identifying traffic symbols and map symbols (legend references to land, water, roads, and cities).
 4. Constructing maps and models of neighborhoods, incorporating such structures as churches, police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
 5. Demonstrating familiarity with the school's layout, environs, and the jobs people do there.
- K.5 Put events in temporal order by using a calendar, placing days, weeks, and months in proper order, in addition to noting important Catholic feast days, holidays, and seasons of the Church.**
- K.6 Understand that history relates to events, people, and places of other times, in terms of:**
1. The people and events honored in commemorative holidays, including the human struggles that were behind the events (e.g. Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day).
 2. The triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
 3. The different ways people lived in earlier days and how their lives would be different today (e.g. the process of getting water from a well, growing food, making clothing, having fun, the type of organization. Rules and laws).
 4. The characters in the Bible and the historical significance of their lives.

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Grade One

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others and the two great commandments of loving God and others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship, in terms of:

1. The making of rules by direct democracy (everyone votes on the rules) and be representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community.
2. The elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

1. Using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans.
2. Comparing the information from a three-dimensional model to a picture of the same location.
3. Constructing a simple map, using cardinal directions and map symbols.
4. Describing how location, weather, and physical environments affect the way people live, including food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and sense of community across time, in terms of:

1. The Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee).
2. National holidays and the heroism and achievements of the people associated with them.
3. American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. The structure of schools and communities in the past.
2. Transportation methods of earlier days.
3. Similar and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens, in terms of:

1. The ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population.
2. The difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture.
3. Comparisons of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures drawing from folklore.

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Grade Two

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history and religion whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

2.1 Students differentiate between those things that happened long ago and yesterday by:

1. Tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents.
2. Comparing and contrasting their daily lives with those of parents, grandparents, and people from Bible stories.
3. Placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:

1. Locating on a simple letter-numbered grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school).
2. Labeling a simple map from the memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date.
3. Locating on a map where their ancestors used to live, describing when their family moved to the local community, and describe how and why they make their trip.
4. Comparing and contrasting basic land use in urban, suburban, and rural environments in California.

2.3 Students explain the institutions and practices of governments on the United States and other countries, in terms of:

1. The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers.
2. The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force, and prayer).
3. Understand that the Ten Commandments are a basis for many of our civil laws.

2.4 Students understand basic economic concepts of their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

1. Food production and consumption long ago and today including the role of farmers.
2. The role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. How limits on resources require people to choose what to produce and what to consume.

2.5 Students understand the importance of individual action and character and explain how heroes and saints from long ago and the recent past make a difference in others' lives (e.g., biographies of George Washington Carver, Marie Curie, Louis Pasteur, Albert Einstein, Indira Gandhi, Abraham Lincoln, Jackie Robinson, Mother Teresa, and many saints).

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Grade Three

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks of current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human characteristics of place and use contemporary maps, tables, graphs, photos, and charts to organize information about people, places and environments in a spatial context by:

1. Identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago in the recent past, in terms of:

1. The national identities, religious beliefs, customs, and various folklore traditions.
2. How physical geography including climate influenced the way that local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools).
3. The economy and systems of government, particularly those with tribal constitutions
4. The interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. The explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions of the different groups.
2. The economies established by settlers and their influence on the present day economy, with emphasis on the importance of private property and entrepreneurship.
3. Why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers).

3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

1. Why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws.
2. The important of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life.
3. The stories behind important local and national landmarks, and the essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. The three branches of government (with an emphasis on local government).
5. How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system.
6. The lives of American heroes who took risks to secure freedoms (e.g., biographies of Martin Luther King Jr., Thomas Jefferson, Benjamin Franklin, Frederick Douglass, Abraham Lincoln, Harriet Tubman).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. In terms of:

1. How local producers have used natural resources, human resources and capital resources to produce goods and services in the past and present.
2. How some things are made locally, some elsewhere in the U.S., and some abroad.
3. How individual economic choices involve tradeoffs and the evaluation of benefits and costs.

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Grade Four

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographical features that define places and regions in California by:

1. Explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth.
2. Distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations.
3. Identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate).
4. Identifying the location of and explaining the reasons of the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes.
5. Using maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the major social and political interactions among the people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

1. The major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources.
2. The early routes (by ship and land) to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo).
3. The Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola).
4. The mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. The daily lives of the people, native, and non-native, who occupied the presidios, missions, ranchos, and pueblos.
6. The role of the Franciscan on the change of California from a hunter-gatherer economy to an agricultural economy.
7. The effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and California statehood, in terms of:

1. The location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort.
2. Comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Carbrillo).
3. The effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst).
4. The lives of frontier women (e.g., biographies of Bernarda Ruiz, Biddy Mason).
5. How California became a state and how its new government differed from those during the Spanish and Mexican periods.
6. The immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act).

4.4 Students explain how California became an industrial power by tracing the transformation of the California economy and its political and cultural development since 1850's, in terms of:

1. The story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad.
2. How the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people.
3. Rapid American immigration, settlement, and the growth of towns and cities.
4. The effects of the Great Depression and the Dust Bowl on California.
5. The development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin.
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs.
7. The history and development of California's public education system, including universities and community colleges.
8. The impact of 20th century Californians on the nation's artistic, cultural and development, including the rise of the entertainment industry (e.g., biographies of John Steinbeck, Dorothea Lange, Ansel Adams, Walt Disney).

4.5 Students understand the structure, functions, and powers of the United States local, state, and federal governments as described in the U.S. Constitution, in terms of:

1. What the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments).
2. The purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with emphasis on California's constitution).

3. The similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state and local governments.
4. The structure and function of state governments, including the roles and responsibilities of their elected officials.
5. The components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts).

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Grade Five

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced the conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students track the routes and describe the early explorations of the Americas, in terms of:

1. The entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. The aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions, and the reasons Europeans chose to explore and colonize the globe (e.g., the Protestant Reformation, the Spanish Reconquista).
3. The routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America.

5.2 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

1. The competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America.
2. The cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., the fur trade, military alliances, treaties, cultural interchanges).
3. The conflicts before the Civil War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. The role of broken treaties and massacres and the factors that lead to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. The internecine Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Sioux/Lakota).
6. The influence and achievements of significant leaders of the time (e.g., biographies of Abraham Lincoln, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.3 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:

1. The influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas.
2. The major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts).
3. The religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
 - a. Discuss various reasons why Catholics settled in the New World.
 - b. Give examples of how Catholics were forced to practice their faith in secret.
4. The significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration and free exercise.
5. How the British colonial period created the basis for the development of political self government and a free market economic system, unlike Spanish and French colonial rule.
6. The introduction of slavery into America, the responses of slave families to the condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Discuss the Catholic Teaching of respect for the dignity of all human life.
7. The early demographic ideas and practices that emerge during the colonial period, including the significance of representative assemblies and town meetings.

5.4 Students explain the causes of the American Revolution, in terms of:

1. How political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to the imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts).
2. The significance of the first and second Continental Congress and the Committees of Correspondence.
3. The people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in serving ties with Great Britain.
4. The views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.5 Students understand the course and consequences of the American Revolution, in terms of:

1. Identifying and mapping the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leader alliances on both sides.
2. The contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French Navy, the Treaty of Paris, The Netherlands, Russia, Marquis de Lafayette, Kosciuszko, Baron von Steuben).
3. The different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatly, Mercy Otis Warren).
4. The personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering.
5. How state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. The significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land.

5.6 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the founding of the American republic, in terms of:

1. The shortcomings set forth by the Articles of the Confederation's critics.
2. The significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. The fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.
4. How the Constitution is designed to secure our Liberties by both empowering and limiting central government; the powers granted to citizens, Congress, the President, the Supreme Court, those reserved to the states.
5. The meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. The songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner).

5.7 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid 1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

1. The waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steam boats).
2. The states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. The explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw maps, biographies and journals of Lewis and Clark, Zebulon Pike, John Fremont).
4. Experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. The continued migration of Mexican territories of the West and Southwest.
6. How and when California, Texas, Oregon, and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War.
7. The location of the current 50 states and the names of their capitals.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Six

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

1. The hunter-gatherer societies and their characteristics, including the development of tools and the use of fire
2. The location of human communities that populated the major regions of the world and how humans adapted to a variety of environments
3. The climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. The location and description of the river systems, and physical settings that supported permanent settlement and early civilizations
2. The development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power
3. The relationship between religion and the social and political order in Mesopotamia and Egypt
4. Compare monotheism and polytheism.
5. The significance of Hammurabi's code
6. Egyptian art and architecture
7. The location and description of the role of Egyptian trade in the eastern Mediterranean and Nile Valley
8. The significance of the lives of Queen Hatshepsut and Ramses the Great
9. The location of the Kush civilization and its political, commercial, and cultural relations with Egypt
10. The evolution of language and its written forms

6.3 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:

1. The origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity
2. The sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of concepts of righteousness and justice, and importance of study; how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization
3. How Abraham, Moses, Ruth, Naomi, David, and Johanan ben Zaccai influenced the development of the Jewish religion. Discuss Biblical stories of the above.
4. The location of the settlements and movements of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and the other people in history.
5. How the practice of the Jewish religion was modified after the destruction of the second Temple in 70 A.D., and the dispersion of the Jewish population from Jerusalem and the land of Israel

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

1. The connections between geography and the development of city states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region
2. The transition from tyranny and oligarchy to democratic forms of government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship
3. The key differences between Athenian or direct democracy and representative democracy (e.g., draw from *Pericles' Funeral Oration*)
4. The significance of Greek mythology to the everyday life of people in the region and how Greek mythology and epics such as the Iliad and the Odyssey and from Aesop's Fables
5. The founding, expansion, and political organization of the Persian Empire
6. Similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars
7. The rise of Alexander the Great in the North and the spread of Greek culture eastward
8. The enduring contributions of important Greek figures in the arts and sciences (e.g., biographies of Sappho, Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides)

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:

1. The location and description of the river system and physical setting that supported the rise of this civilization
2. The significance of the Aryan invasions
3. The major belief and practices of Brahmanism in India and how they evolved into early Hinduism
4. The social structure of the caste system
5. The life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia
6. The growth of the Maurya empire and the political and moral achievements of the emperor Asoka
7. Important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero)

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:

1. The location and description of the origins of Chinese civilization in the Huang-He Valley Shang dynasty
2. The geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world
3. The life of Confucius and the fundamental teachings of Confucianism and Taoism
4. The political and cultural problems prevalent in the time of Confucius and how he sought to solve them
5. The policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty
6. The political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire
7. The significance of the trans-Eurasian silk roads in the period of the Han and Roman empires and their locations
8. The diffusion of Buddhism northward to China during the Han dynasty

6.7 Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:

1. The location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus, and Remus, Cincinnatus, Julius Caesar, and Cicero
2. The character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
3. The location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes
4. The influence of Julius Caesar and Augustus in Rome's transition from republic to empire
5. The migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem
6. The origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle and later St. Augustine to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)
7. The circumstances that led to the spread of Christianity in Europe and other Roman territories
8. The legacies of Roman art and architecture, technology and science, literature, language, and law
9. Share examples of religious art.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Seven

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:

1. The early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weakness (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and the distribution of news).
2. The geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. The establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the growing schism between Roman Catholicism and Eastern Orthodoxy.

7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the middle ages, in terms of:

1. The physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life.
2. The origins of Islam and the life and teachings of Mohammed.
3. The significance of the Qurʾān and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life.
4. The expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread of Islam and the Arabic language.
5. The growth of cities and the trade routes created among Asia, Africa, and Europe, and the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops).
6. The intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.
7. Compare the legend of the first simple mosque built in Medina where Mohammed chose to stop and the story of the spot on which Christ chose for his Church in Rome (St. Peter's).

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the middle ages in terms of:

1. The reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Agricultural, technological, and commercial developments during the Tang and Sung periods.
3. The influences of Confucianism and changes on Confucian thought during the Sung and Mongol periods.
4. The importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Compare and contrast the similarities of the teachings of Confucius to the teachings of Jesus (e.g., Jesus ó òDo unto to others as you would have them do unto you.ö Confucius ó òWhen asked, what do you think of repaying evil with kindness, Confucius replied: Then what are you going to repay kindness with? Repay kindness with kindness, but repay evil with justice.ö).
6. The historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa, in terms of:

1. The Niger River and the vegetation zones of forest, savanna and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires.
2. The importance of family, labor, specialization, and regional commerce in the development of states and cities in West Africa.
3. The role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa, and the influence of Islamic beliefs, ethics and law.
4. The growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa.
5. The importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan, in terms of:

1. The significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. The reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life.
3. The values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century.
4. The development of distinctive forms of Japanese Buddhism.
5. The ninth and tenth century golden age of literature, art, and drama, and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Investigate the reasons for the ban of Christianity in Japan in the 1600s by the Ieyasu of the Tokugawa family.

7.6 Students analyze the geography, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:

1. The geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship of life in ancient Europe and during the Roman Empire.
2. The spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome.
3. The development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of town) and how feudal relationships provided the foundation of political order.
4. The conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. The significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, and independent judiciary in England).
6. The causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world.
7. Mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population.
8. The importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law").
9. The history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.
10. Compile a list of personal, social, economic, and political reasons why a young man or woman might have had for entering a medieval monastery or convent during the Middle Ages of European history. Contrast these reasons for entering or not entering religious orders today.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations, in terms of:

1. The locations, landforms and climates of Mexico, Central America, and South America and their effects upon the Mayan, Aztec, and Inca economies, trade, and development of urban societies.
2. The roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. How and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.
4. The artistic and oral traditions and architecture in the three civilizations.
5. The Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to the civilization's agricultural systems.

7.8 Students analyze the origins, accomplishments and geographic diffusion of the Renaissance, in terms of:

1. The way in which the revival of classical learning and the arts affected a new interest in ðhumanismö (i.e., a balance between the intellect and religious faith).
2. The importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas.
3. The effects of re-opening of the ancient ðsilk roadö between Europe and China, including Marco Polo's travels and the locations of his routes.
4. The growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., biographies of Dante, de Vinci, Michelangelo, Guttenburg, Shakespeare).
6. Research one of the great Renaissance writers or artists and their beliefs inspiring their contributions to the Catholic Church of their day. (Raphael, Michelangelo, Da Vinci, Giotto, Dante).

7.9 Students analyze the historical developments of the Reformation, in terms of:

1. The causes for the internal decay of the Catholic church (e.g., tax policies, selling of indulgences).
2. The theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tindale).
3. The influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism.
4. The location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions on the New World.
5. How the Counter-Reformation revitalized the Catholic Church and the forces that propelled the movement (e.g., St Ignatius of Loyola, and the Jesuits, the Council of Trent).
6. The institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods, including their location on a world map.
7. The ðGolden Ageö of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Science Revolution and its lasting effect of religious, political and cultural institutions, in terms of:

1. The roots of the scientific revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism, new knowledge from global exploration).
2. The significance of the new scientific theories (e.g., Copernicus, Galileo, Kepler, Newton) and the significance of inventions (e.g., telescope, microscope, thermometer, barometer).
3. The scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic changes in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason), in terms of:

1. The great voyages of discovery, the location of the routes, and influence of cartography in developing a new European world view.
2. The exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.
3. The origins of modern capitalism, the influence of mercantilism and cottage industry, the elements and importance of a market economy in seventeenth-century Europe, and the changing international trading and marketing patterns, including their location on a world map and the influence of explorers and map makers.
4. How the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and the Greeks, Romans, and Christianity.
5. How democratic thought and institutions were influenced by Enlightenment thinkers (e.g., Locke, Montesquieu, American founders).
6. How the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

7.12 Identify the roles missionaries and social workers play in struggling, war-torn, or third-world nations today.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Eight

United States History and Geography: Growth and Conflict

Students in grade eight study ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy, in term of:

1. The relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. The philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all Men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. The significance of the American Revolution as it affected other nations especially France.
4. Its blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
5. Pursuit of religious freedom by Protestants and Catholics contributed to freedom of religious guarantees by the government.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government , in terms of:

1. The significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. The Articles of the Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence.
3. The major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, and the rights of individuals and states (later addressed by the addition of the Bill of Rights).
4. The political philosophy underpinning the U.S. Constitution as specified in The Federalist (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. The significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the separation of church and state doctrine.
6. The powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights

7. The principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights.
8. The impact of Revolutionary War era religious leaders. E.g. Bishop John Carroll of Baltimore, on internal structure of that religion in America and its relationship to government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it, in term of:

1. The principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed.
2. How the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states.
3. The advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. The conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. The significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay's Rebellion, the Whiskey Rebellion).
6. The basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. The function and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

1. Its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents.
2. The policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address).
3. The rise of capitalism and the economic problems and conflicts that arose (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. The daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

1. The political and economic causes and consequences of the War of 1812 and the major battles, leaders and events leading to a final peace.
2. The changing boundaries and the principle relationships between the United States, its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War.
3. The major treaties with Indian nations during the administrations of the first four presidents and their varying outcomes.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:

1. The influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. The importance of, and the geographic factors faced in building a network of roads, canals and railroads.
3. The reasons of the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the potato famine).
4. The lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities.
5. The development of American public education from its earliest roots, including Horace Mann's campaign for free public education and its unifying role in American culture.
6. The women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow).

8.7 Students analyze the divergent paths of the American people from 1800 to the mid 1800s and the challenges they faced, with emphasis on the South, in terms of:

1. The development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin.
2. The origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vessey).
3. The different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War).
4. The lives and opportunities of free-blacks in the North as compared with free blacks in the South.

8.8 Students analyze the divergent paths of the American people from 1800 to the mid 1800s and the challenges they faced, with emphasis on the West, in terms of:

1. The election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Indian removal, opposition to Supreme court).
2. The purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Indians and the Cherokee's Trail of Tears, settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. The role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Sacagawea, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869).
4. The role of the great rivers and the struggle over water rights.
5. Mexican settlements (i.e., their locations cultural traditions, attitudes toward slavery, land-grant system, the economies they established).

6. The Texas War for Independence and the Mexican American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican Americans today).
7. The significance of the second Great Awakening to California.

8.9 Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence, in terms of:

1. The leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. How early state constitutions abolished slavery.
3. The role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio river.
4. The slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850.
5. The significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott case (1857), and the Lincoln-Douglas debates (1858).
6. The lives of free blacks and the laws that curbed their freedom and economic opportunity.
7. The position of various religious denominations on the issue of slavery and a comparison to the US Bishops pastoral letter, 1997, on racism, "Brothers and Sisters to Us."

8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:

1. The conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. The boundaries constituting "the North" and "the South," the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. The constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1860), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural address (1861 and 1865).
5. The views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee).
6. Critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox.
7. How the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future war.

8.11 Students analyze the character and lasting consequences of Reconstruction, in terms of:

1. The original aims of Reconstruction and the effects of the political and social structure of different regions
2. The push-pull factors in the movement of former slaves to the cities in the North and to the West, and differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. The effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws; comparison of discrimination in post-reconstruction period with more current Catholic social teachings on life and dignity of the human person.
4. The rise and effects of the Ku Klux Klan.
5. The thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

1. Patterns of agriculture and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map
2. The reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization
3. How states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies
4. Entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Mellon, John D. Rockefeller)
5. The location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric cities, wealth and economic opportunity, and the conservation movement)
6. Child labor, working conditions, laissez-faire policies toward big business and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions
7. The new sources of large scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism
8. The characteristics and impact of Grangerism and Populism.
9. The significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)
10. Catholic social teaching regarding the poor and vulnerable and the dignity of work and the rights of workers, especially Pope Leo XIII's "Rerum Novarum", 1891
11. Religious denominations' response to social evils as resulting from personal failings and sin
12. The Social Gospel focus on improving living conditions rather than saving souls
13. Growth of charitable organizations such as the Society of St. Vincent de Paul, YMCA (1851), Salvation Army (1880), Jane Adams of Hull House, the Catholic Worker Movement, Catholic Brownson House in Los Angeles for Mexican immigration.