

# **ELEMENTARY SOCIAL STUDIES STANDARDS**

**Grades K-4**

**Catholic Schools Office Diocese of  
Phoenix  
2016**

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The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Elementary Social Studies Curriculum Committee for its work in revising and updating the Social Studies Curriculum Standards. A successful social studies curriculum prepares all students to learn and evaluate the contributions of the past, sufficiently understand the needs of the present, and look at the world of the twenty-first century in order to understand the legacy which we must leave. The study of the social sciences in the context of the principles of social justice of the Catholic Church prepares students to contribute to a democratic society, while recognizing our interdependence and responsibility for the global community. Social studies education is critical for every student at the elementary level. Five strands (History, Government/Current Events, Geography, Economics, and Catholic Identity/Social Justice) form a framework for instruction and learning. Our goal is to develop standards whose content blends well with content from other subjects at each specified grade level to encourage cross curricular teaching and unit development.

We are grateful to the Archdiocese of Cincinnati for providing a model of excellent standards that interweave Social Catholic Teaching throughout their K-12 program, and, of which, we have chosen to model our format.

It is our hope that these Standards assist our schools in developing students who will go out into the greater society as socially-conscious citizens who will work to maintain the stability of the family, protect the environment, sustain just government systems, and express a love for God and all God has made.

Sincerely,

A handwritten signature in cursive script that reads "MaryBeth Mueller".

MaryBeth Mueller, Ed. Specialist

Executive Director Division of Education and Evangelization  
and Superintendent of Schools

## Elementary Social Studies Curriculum Committee

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**Special thanks and recognition go to the Archdiocese of Cincinnati Social Studies Curriculum team. Their work has been the inspiration for these standards. To view the full guide from the Archdiocese of Cincinnati, go to <http://www.catholiccincinnati.org/wp-content/uploads/2013/11/Social-Studies-Curriculum.pdf>.**

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## **Philosophy and Goals**

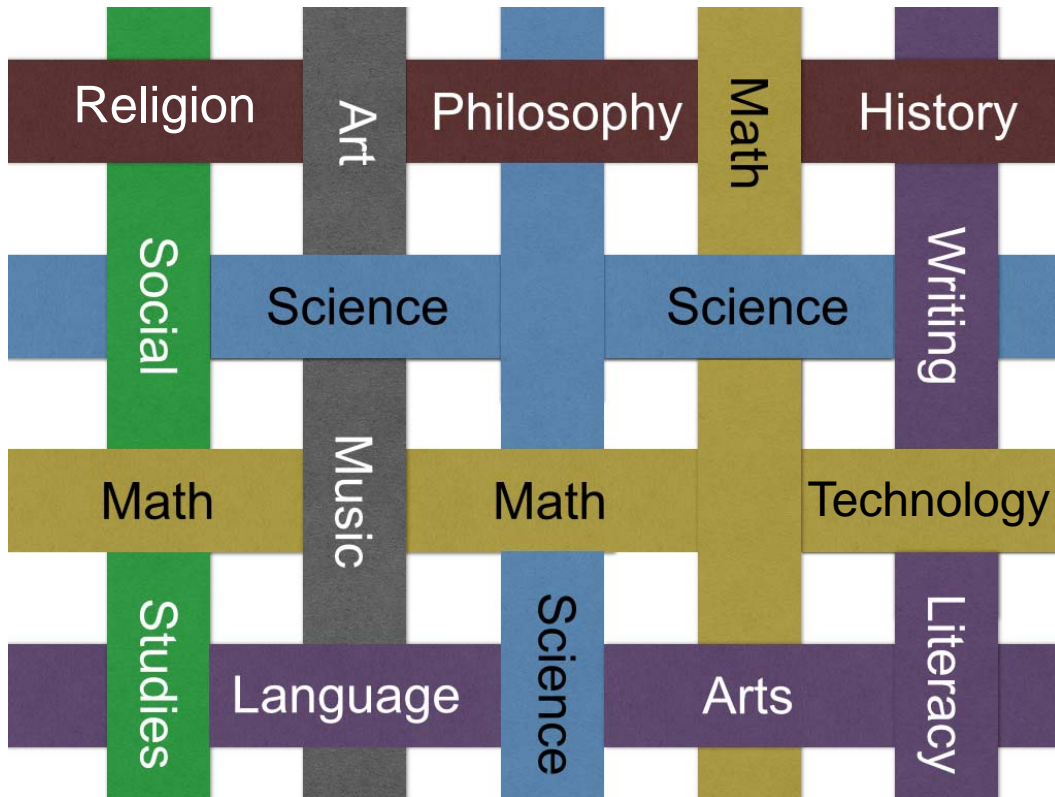
The teachers of Social Studies support a curriculum that guides the development of citizens who will uphold democratic principles, and develop their abilities to think critically and logically. The curriculum emphasizes our Catholic global awareness of the sacredness of all human life, and our responsibility to become ethical, involved, participating members of our society. We seek to develop future global leaders who will serve the Church, the nation, and the world within the framework of Gospel values. It is our hope that students will enter public life as community leaders to act on our Catholic faith and moral convictions, to share our experience in serving the poor and vulnerable, and to participate in the dialogue over our nation's future. Students must develop skills to help them know and understand social studies, and apply problem-solving strategies for the essential questions of today and tomorrow. These skills, grounded in Catholic teaching, will enable students to cope with problems using sound reason, empirical evidence, and good judgment. Students are to be socially-conscious citizens who will work to maintain the stability of family, protect the environment, sustain just government systems, and develop a love for God and all God's creations.

The goals of the diocesan social studies curriculum standards are:

- to nurture well-developed values based on Catholic teachings and democratic principles;
- to understand how the actions of people throughout history have caused social, economic, and global problems;
- to develop an awareness of how people throughout history have solved social, economic, and global problems;
- to increase and apply geographic knowledge to the formation of the world today;
- to help form articulate, socially-conscious citizens who will work for peace and social justice in the world;
- to produce moral Catholic leaders well versed in contemporary issues; and
- to help form critical thinkers who make unbiased decisions based on facts.

## Curriculum Design Philosophy Statement

The Social Studies Curriculum Committee for elementary schools believes that Social Studies can be creatively intertwined in many other subject areas so that students receive a practical and applicable understanding of history, geography, government, and economics. We encourage teachers to think about curriculum design as layered and integrated, never isolated and compartmentalized.



## Standards Coding

Each grade level includes 5 standard categories: Catholic Identity (CI), History (H), Geography (G), Government (GOV) and Economics (E). Each standard is marked with the appropriate grade level, standard category, and identifying number within the category.

*Example:* **5.CI.6** translates to Grade **5**, **Catholic Identity** category, standard **6**

**Standards and Benchmarks for effective Catholic Elementary and Secondary Schools**  
**March 2012**

**Academic Excellence:**

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium, 2005*).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

**Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21<sup>st</sup> century skills, and Gospel values, implemented through effective instruction. *BENCHMARKS:***

7.1	The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
7.2	Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
7.3	Curriculum and instruction for the 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
7.4	Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
7.5	Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
7.6	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
7.7	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
7.8	The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
7.9	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
7.10	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

**Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices. *BENCHMARKS:***

8.1	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
8.2	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
8.3	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
8.4	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
8.5	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

**Standard 9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life. *BENCHMARKS:***

9.1	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.
9.2	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
9.3	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

## **Kindergarten**

### **Expanding the Child's World**

Kindergarten – A Child's Place in the Family, Catholic Church, Community, and World Social Studies in Kindergarten will be an introduction to the world in which we live. Students will begin to understand rules and the responsibilities of living and working together. They will develop an awareness of history, cultural heritage, and Catholic identity.

#### **Catholic Identity**

- K.CI.1 Describe the rights and responsibilities of individuals as God's creation (e.g., elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated).
- K.CI.2 Show respect for all people and the environment.
- K.CI.3 Understand that aggression is an inappropriate response to conflict.
- K.CI.4 Name each family member and the role they play in the student's life.
- K.CI.5 Recognize that families have a history of past members, events, and customs (i.e., religion, Catholic Traditions) .

#### **History**

- K.H.1 Begin to identify famous people related to historical events.
- K.H.2 Identify yesterday, today, tomorrow, the days of the week and months of the year.
- K.H.3 Introduce the interaction of Native Americans with the Pilgrims.
- K.H.4 Relate history to personal experiences (e.g., when I was little).

#### **Geography**

- K.G.1 Understand that maps and globes are important tools.
- K.G.2 Look at a map of a familiar place (classroom or playground)
- K.G.3 Learn basic directions such as up, down, left, right, near, far.
- K.G.4 Recite address: city, state, and phone number.
- K.G.5 Locate Arizona on a map of the United States.

#### **Government**

- K.GOV.1 Practice examples of democracy in action (e.g., voting, making classroom rules).
- K.GOV.2 Recognize the reason for having and the importance of following rules at home and school.
- K.GOV.3 Identify community helpers and authoritative figures at home, school, and community.
- K.GOV.4 Discuss the importance of students contributing to their community.

#### **Economics**

- K.E.1 Identify the difference between basic needs and wants in everyday life and within our families.



## **K-4 General Concepts in Social Studies**

- K-4. GC.1 Place historical events and important life events in chronological order on a timeline.
- K-4. GC.2 Use primary sources to research and study people and events of the past.
- K-4. GC.3 Use information from the media to discuss current events.
- K-4. GC.4 Recognize the significance of American individuals, events and symbols as they occur throughout the school year (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).
- K-4. GC.5 Identify and discuss the possible consequences of violating rules and laws.
- K-4. GC.6 Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (e.g., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).
- K-4. GC.7 Study and develop maps in relation to specific events, landmarks, and class content.
- K-4. GC.8 Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).
- K-4. GC. 9 Interpret political and physical maps using the following map elements:
- a. title
  - b. compass rose (cardinal and intermediate directions)
  - c. symbols
  - d. legend
  - e. scale
  - f. road map index
  - g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion)

## **Progression Map for K-4**

### **Progression for American Symbols and Traditions**

- K: Identify and recognize the American Flag and the Statue of Liberty.  
Recite the Pledge of Allegiance.  
Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.  
Identify and recognize the state flag of Arizona.  
Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
Understand the meaning of the American Flag (what the stars and stripes mean).  
Understand the meaning of the Pledge of Allegiance.  
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.  
Recognize the Seal of the United States.  
Know who the governor of the state is.  
Recognize National Landmarks throughout the country.  
Understand the meaning of Arizona state flag.

## **First Grade**

### **Being a Member of the Family, Community, and World**

A Member of Families, Communities, and the World: First graders will build an understanding of their role as part of our world, as members of families, the Catholic church, communities, and countries by exploring history, culture, and geography.

#### **Catholic Identity**

- 1.CI.1 Begin to recognize cultural backgrounds of families, their roles, and how families contribute to communities.
- 1.C1.4 Understand families have a history of past members, events, and customs.
- 1.CI.5 Learn about the diversity of observances in different cultures (e.g., Dia de Los Muertos).
- 1.CI.6 Discuss elements of culture (e.g., food, clothing, housing, sports, holidays) of a community.
- 1.CI.7 Study how families learn and become aware of events and issues in the community.
- 1.CI.8 Understand that class and family rules provide protection and fairness.
- 1.CI.10 Become aware of who our Bishop and church leaders are within our diocese.
- 1.CI.12 Study how we as Catholics are called to service within our community and to serve those who are in need in our community.

#### **History**

- 1.H.4 Begin to identify famous people in American history.
- 1.H.5 Commemorate American historical events (e.g., 9/11, Veteran's Day, Columbus Day)
- 1.H.6 Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (Egypt).
- 1.H.7 Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.
- 1.H.8 Recognize that civilizations in the Americas had similar characteristics to the Egyptians.
- 1.H.9 Recognize how archaeological research adds to our understanding of the past.
- 1.H.10 Describe the interaction of Native Americans with the Spanish, the Pilgrims, and the Colonists.
- 1.H.14 Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).

#### **Geography**

- 1.G.1 Learn basic directions such as up, down, left and right.
- 1.G.6 Know that symbols stand for real objects and learn to use simple map keys
- 1.G.7 Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes symbols, and key/legend.
- 1.G.9 Locate Arizona and Phoenix on a map of the United States.
- 1.G.17 Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.
- 1.G.18 Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.

#### **Government - 1st Grade**

- 1.GOV.5 Practice examples of democracy in action (e.g., voting, making classroom rules).
- 1.GOV.6 Identify examples of responsible citizenship in the school setting and in stories about the past and present.
- 1.GOV.8 Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).

## **Economics**

- 1.E.1 Discuss the difference between basic needs and wants in everyday life and within our families.
- 1.E.2 Recognize that people need to make choices because of limited resources.
- 1.E.3 Recognize that some goods are made locally and some are made elsewhere.
- 1.E.4 Recognize that people are buyers and sellers of goods and services.
- 1.E.5 Describe how people earn a living in the community and the places they work.

## **K-4 General Concepts in Social Studies**

- K-4. GC.1 Place historical events and important life events in chronological order on a timeline.
- K-4. GC.2 Use primary sources to research and study people and events of the past.
- K-4. GC.3 Use information from the media to discuss current events.
- K-4. GC.4 Recognize the significance of American individuals, events and symbols as they occur throughout the school year (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).
- K-4. GC.5 Identify and discuss the possible consequences of violating rules and laws.
- K-4. GC.6 Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (e.g., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).
- K-4. GC.7 Study and develop maps in relation to specific events, landmarks, and class content.
- K-4. GC.8 Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).
- K-4. GC. 9 Interpret political and physical maps using the following map elements:
  - a. title
  - b. compass rose (cardinal and intermediate directions)
  - c. symbols
  - d. legend
  - e. scale
  - f. road map index
  - g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion).

## **Progression Map for K-4**

### **Progression for American Symbols and Traditions**

- K: Identify and recognize the American Flag and the Statue of Liberty.  
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Identify and recognize the state flag of Arizona.  
Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
Understand the meaning of the American Flag (what the stars and stripes mean).  
Understand the meaning of the Pledge of Allegiance.  
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.  
Recognize the Seal of the United States.  
Name the governor of Arizona.  
Recognize National Landmarks throughout the country.  
Understand the meaning of Arizona state flag.

## **Second Grade**

### **The Function of Communities**

Second graders will develop an understanding of different types of Communities, the roles people play within the community, and how communities function.

#### **Social Justice and Catholic Identity**

- 2.CI.1 Identify groups/communities to which we belong.
- 2.CI.2 Compare Communities from different parts of the world.
- 2.CI.3 People work together in groups to solve problems and achieve common goals.
- 2.CI.4 Recognize holidays and traditions that are different from their own.
- 2.CI.5 Recognize individuality in cultures.
- 2.CI.6 Become good stewards of Earth's natural resources.

#### **History**

- 2.H.1 Study Native-American cultures and civilizations and how they changed over time.
- 2.H.2 Recognize American colonists and Native American groups lived in the areas of the thirteen colonies that was ruled by England.
- 2.H.3 Recognize the colonists' dissatisfaction with England's rule as a key issue that led to the Revolutionary War.
- 2.H.4 Recognize that the United States became an independent country as a result of the Revolutionary War.
- 2.H.5 Introduce the creation of the Constitution and Bill of Rights as the foundation of our government.
- 2.H.6 Identify reasons for immigration to the United States.
- 2.H.7 Identify reasons why Americans moved West to territories or unclaimed land.
- 2.H.8 Discuss the experiences of the pioneers as they journeyed west to settle new lands (e.g., new forms of transportation, communication, etc.).
- 2.H.9 Discuss the effects of Westward Expansion on Native Americans.

#### **Geography**

- 2.G.1 Use the North and South Poles and Equator as reference points to locate places on a map.
- 2.G.2 Construct and interpret maps, charts, and graphs.
- 2.G.3 Construct a map of a familiar place that includes a title, compass rose, symbols, key, human and physical features.
- 2.G.4 Know the physical and human characteristics of local community (neighbors, schools, parks, shopping areas, airports, museums, sports stadium).
- 2.G.5 Locate other countries or communities as they are studied in the social studies curriculum in other subject areas.
- 2.G.6 Discuss physical features/land forms (e.g., mountains, rivers, deserts, islands, plateaus, etc.) in the world.
- 2.G.7 Discuss housing and land use in urban and rural communities.
- 2.G.8 Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.
- 2.G.9 Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.
- 2.G.10 Recognize the connections between city, state, country, and continent.
- 2.G.11 Discuss geographic concepts related to current events.

## **Government**

- 2.GOV.1 Recognize that despite cultural differences, Americans share common principles, goals, customs and traditions.
- 2.GOV.2 Introduce the three branches of national government as represented by the President, Congress, and the Supreme Court.
- 2.GOV.3 Identify current political leaders of the state and nation:
  - a. President of the United States
  - b. Governor of Arizona
  - c. local leaders (e.g., tribal council, mayor).
- 2.GOV.4 Understand people vote to put leaders in office for a determined amount of time.
- 2.GOV.5 Recognize how Arizona and the other states combine to make a nation.
- 2.GOV.6 Explain the concept of a democracy.
- 2.GOV.7 Identify rules that help people work and live in society.
- 2.GOV.8 Describe the rights and responsibilities of citizenship:
  - a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.
  - b. importance of participation and cooperation in a classroom and community.
  - c. why we have rules and the consequences for violating them.
  - d. responsibility of voting.
- 2.GOV.9 Identify traits of character:  
(e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of community/democracy.

## **Economics**

- 2.E.1: Determine how people make choices to spend their earnings on needs and wants.
- 2.E.2: Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).
- 2.E.3: Recognize that people trade for goods and services.
- 2.E.4: Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).
- 2.E.5: Recognize that some goods are made in the local community and some are made in other parts of the world.
- 2.E.6: Discuss how people can be both producers and consumers of goods and services.
- 2.E.7: Identify jobs that provide goods and services for communities.
- 2.E.8: Identify that jobs provide income for families.
- 2.E.9: Explore various professions, jobs and volunteer services in communities.
- 2.E.10: Discuss costs and benefits of personal savings.

### **K-4 General Concepts in Social Studies**

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  - f. road map index
  - g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion).

### **Progression Map for K-4**

#### **Progression for American Symbols and Traditions**

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- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.  
Identify and recognize the state flag of Arizona.  
Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
Understand the meaning of the American Flag (what the stars and stripes mean).  
Understand the meaning of the Pledge of Allegiance.  
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.  
Recognize the Seal of the United States.  
Name the governor of Arizona.  
Recognize National Landmarks throughout the country.  
Understand the meaning of Arizona state flag.

## Resource Suggestions for Second Grade

Supplemental texts that complement each category

### History

*Martin's Big Words* by Edith Kunhardt

*People of the Breaking Day* by Marcia Sewall

*Candy Shop* by Jan Wahl

### Geography

*Across America, I Love You* by Christine Loomis

*Geography From A to Z* by Jack Knowlton

### Government

*We the Kids* by David Catrow

*Honest Abe* by Edith Kunhardt

*Journey Around Washington D.C.* by Martha Zschock

### Economics

*Boom Town!* By Sonia Levitin

*Round and Round the Money Goes* by Melvin Berger

**Field Trip Suggestion:** Pioneer Village (<http://www.pioneeraz.org/>)

## **Third Grade History Through People and Places**

Third graders will examine and evaluate history through the influences that people and places have had over time, develop and utilize map skills, and be introduced to social justice and conflict resolution. Third graders will apply their newly gained knowledge through the evaluation and creation of performance based tasks.

### **Catholic Identity**

- 3.CI.1 Identify character traits (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of community/democracy
- 3.CI.2 Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).
- 3.CI.3 Describe the rights and responsibilities of citizenship:
  - a. good sportsmanship
  - b. participation and cooperation
  - c. rules and consequences
  - d. voting

### **History**

- 3.H.1 Identify reasons for forming of a community.
- 3.H.2 Recognize how natural resources impact the founding of communities.
- 3.H.3 Identify changes that take place within communities over time.
- 3.H.4 Recognize conflicts and resolutions within communities.
- 3.H.5 Identify communities of long ago and compare them to modern communities.
- 3.H.6 Discuss technological advances in transportation and communication that facilitated exploration of the New World and today.
- 3.H.7 Recognize that European countries explored the New World for economic and political reasons.
- 3.H.8 Introduce European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernando de Soto, Columbus, Magellan, Vasco da Gama, Balboa) and their discoveries in the New World.
- 3.H.9 Recognize the causes for the Civil War (e.g., slavery, states' rights, South seceded from the Union).
- 3.H.10 Discuss contributions of people during the Civil War era (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Truman, Frederick Douglas).
- 3.H.11 Discuss reasons why people left their home country to start a new life in the United States (e.g., famine, political discord, religious persecution, economic opportunity).
- 3.H.12 Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.
- 3.H.13 Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.
- 3.H.14 Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in ancient Rome contributed to the development of their own and later civilizations.



### **Geography**

- 3.G.1 Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend.
- 3.G.2 Introduce natural features of the land; identify regions; identify natural resources.
- 3.G.3 Introduce the five themes of geography (location, place, region, movement, human environment and interaction).
- 3.G.4 Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).
- 3.G.5 Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).
- 3.G.6 Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.

### **Government**

- 3.GOV.1 Identify and explain the roles and responsibilities of the three branches of state and national government:
  - a. Executive
  - b. Legislative
  - c. Judicial
- 3.GOV.2 Recognize the value of government within a community.
- 3.GOV.3 Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).

### **Economics**

- 3.E.1 Define the terms bartering/trading and supply/demand and identify their value to the growth of a community.
- 3.E.2 Identify the production of goods in various communities.
- 3.E.3 Identify how scarcity requires people to make choices due to their unlimited wants and needs.
- 3.E.4 Identify opportunity costs in personal decision-making situations.
- 3.E.5 Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.
- 3.E.6 Discuss different ways individuals can earn money.
- 3.E.7 Discuss costs and benefits of personal spending and saving choices.

### **K-4 General Concepts in Social Studies**

- K-4. GC.1 Place historical events and important life events in chronological order on a timeline.
- K-4. GC.2 Use primary sources to research and study people and events of the past.
- K-4. GC.3 Use information from the media to discuss current events.
- K-4. GC.4 Recognize the significance of American individuals, events and symbols as they occur throughout the school year (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).
- K-4. GC.5 Identify and discuss the possible consequences of violating rules and laws.
- K-4. GC.6 Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (e.g., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).
- K-4. GC.7 Study and develop maps in relation to specific events, landmarks, and class content.
- K-4. GC.8 Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).
- K-4. GC.9 Interpret political and physical maps using the following map elements:
  - a. title
  - b. compass rose (cardinal and intermediate directions)
  - c. symbols
  - d. legend
  - e. scale
  - f. road map index
  - g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion).

### **Progression Map for K-4**

#### **Progression for American Symbols and Traditions**

- K: Identify and recognize the American Flag and the Statue of Liberty.  
Recite the Pledge of Allegiance.  
Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.  
Identify and recognize the state flag of Arizona.  
Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
Understand the meaning of the American Flag (what the stars and stripes mean).  
Understand the meaning of the Pledge of Allegiance.  
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.  
Recognize the Seal of the United States.  
Name the governor of Arizona.  
Recognize National Landmarks throughout the country.  
Understand the meaning of Arizona state flag.

## Resource Suggestions for Third Grade

### ***Suggested as Class Read Alouds:***

*Flat Stanley* by Jeff Brown

*Civil War on Sunday* by Mary Pope Osbourne

"The Little Match Girl" by Hans Christian Anderson

*American Girl: Kirsten's Story* by Janet Shaw

*Henry's Freedom Box* by Ellen Levine

### ***Websites:***

BrainPopJr.com

Scholastic's Interactive Ellis Island Virtual Tour

Google Earth

### ***Other Resources for Teachers:***

Teachers Pay Teachers: Lap book resources for Ancient Rome and Ancient Greece

Holidays Around the World by Country (<http://www.scholastic.com/teachers/article/holidays-sampler-around-world>)

## **Fourth Grade Arizona and Regions of the United States**

The state of Arizona is the focus for grade four including its geography, history, government, and economy. Students also identify the geography and characteristics of U.S. regions.

### **Catholic Identity**

- 4.CI.1 Understand and value different ethnicities and cultures.
- 4.CI.2 Formulate Christian attitudes toward conflict resolution.
- 4.CI.3 Recognize the Catholic influence on Arizona history.
- 4.CI.4 Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of community/democracy.

### **History**

- 4.H.1 Explain the history of the regions of the U.S.
- 4.H.2 Determine the impact that various nationalities have had on the U.S.
- 4.H.3 Describe the political and economic reasons (e.g., trade routes, gold) for Spanish, English, French, and Portuguese explorations of the Americas.

### **Arizona History**

- 4.AH.1 Describe the legacy and cultures of prehistoric people in Arizona (Mogollon, Ancestral Puebloans (Anasazi), and Hohokam)
- 4.AH.2 Identify other groups (e.g. Patayan, Sinagua, Salado) residing in the Southwest during this period.
- 4.AH.3 Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States. (Cabeza de Vaca, Estevan, Fray Marcos de Niza, Francisco Vásques de Coronado, and Cardenza).
- 4.AH.4 Describe the impact of Spanish colonization on the Southwest (missions, Father Kino).
- 4.AH.5 Describe the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hopi) during the Spanish period to present day.
- 4.AH.6 Analyze and list the reasons for the influence of early American explorers in AZ.
- 4.AH.7 Introduce the Mexican War and its effects on AZ.
- 4.AH.8 Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.
- 4.AH.9 Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.
- 4.AH.10 Describe events that led to Arizona becoming a possession of the United States:
  - a. Mexican – American War
  - b. Mexican Cession (Treaty of Guadalupe Hidalgo)
  - c. Gadsden Purchase
- 4.AH.11 Describe the conflict of cultures that occurred between settlers and Arizona Native Americans:
  - a. Indian Wars
  - b. Navajo Long Walk
  - c. Arizona becomes a territory
- 4.AH.12 Describe the impact of Native Americans, Hispanics, and settlers on the culture of Arizona (e.g., art, language, architecture, mining, ranching).
- 4.AH.13 Describe events in Arizona during the Civil War:
  - a. Battle of Picacho Peak
  - b. Battle of Apache Pass
  - c. Arizona becomes a territory
- 4.AH.14 Describe the economic development of Arizona: a. mining b. ranching c. farming and dams/irrigation d. tourism

- 4.AH.15 Describe the impact of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.
- 4.AH.16 Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise, Jack Swilling) related to Arizona territorial days and early statehood.
- 4.AH.17 Describe Arizona's transition from territory to statehood: a. locations of state capital b. founding people.
- 4.AH.18 Recognize that Arizona changed from a territory to a state on February 14, 1912.
- 4.AH.19 Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).
- 4.AH.20 Define reservations and analyze reasons for existence of reservations in Arizona.
- 4.AH.21 Describe the impact of World War II on Arizona and its inhabitants (e.g., economic boost, military bases, Native American, Navajo code talkers, and Hispanic contributions, POW camps, relocation of Japanese Americans; e.g., limited goods, women worked in factories, increased factories, increased patriotism).
- 4.AH.22 Describe changes in Arizona (e.g., population growth, economic growth, cultural diversity, civil rights) that have taken place since World War II.

### **Arizona Government**

- 4.AGOV.1 Identify and explain the functions of each branch of Arizona's state government (recognize tribal governance).
- 4.AGOV.2. Analyze and understand the importance of Arizona symbols (e.g., seal, flag, the "5 C's", [cotton, climate, cattle, copper, and citrus]).
- 4.GOV.2.1 Identify the rights and freedoms supported by the following documents:
  - a. Preamble of the U.S. Constitution
  - b. Bill of Rights
  - c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident...).

### **Geography**

- 4.G.1 Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates)
- 4.G.2 Discuss geographic knowledge and skills related to current events Geography of Regions
- 4.G.3. Identify and explain the geographic regions of the United States.
- 4.G.4 Compare and contrast U.S. regions.
- 4.G.5 Name and locate states, their capitals, and abbreviations.

### **Arizona Geography**

- 4.AG.1 Use maps to locate major physical and human features of Arizona including: Grand Canyon, Mogollon Rim, Colorado River, Gila River, and Salt River Bordering states Past/present capitals of Arizona Other major cities in Arizona.
- 4.AG.2 Locate, identify, and compare the regions of Arizona (plateau, mountain, and desert) including physical features and characteristics.
- 4.AG.3 Locate Arizona counties in which major cities are located.

### **Economics**

- 4.E.1 Introduce the law of supply and demand.
- 4.E.2 Identify how natural resources affect the growth of different regions.
- 4.E.3 Understand how regions are dependent on each other economically.
- 4.E.4 Describe why state and local governments collect taxes. (e.g., schools, fire, police, libraries).
- 4.E.5 Introduce profit as an incentive to entrepreneurs.

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Know who the President of the United States is and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
Understand the meaning of the American Flag (what the stars and stripes mean).  
Understand the meaning of the Pledge of Allegiance.  
Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and US Capitol.
- 4: Understand proper etiquette for care and handling of the American Flag.  
Recognize the Seal of the United States.  
Name the governor of Arizona.  
Recognize National Landmarks throughout the country.  
Understand the meaning of Arizona state flag.

## Resource Suggestions for Fourth Grade

### Field trip suggestions

Scottsdale Museum of the West.  
The Capitol Building

### Readings that Correlate

*Henry's Freedom Box* by Ellen Levine (Underground Railroad)  
*Encounter* by Jane Yolen (Christopher Columbus)  
*I Am Sacajawea, I Am York* by Clare Murphy (Lewis & Clark)  
*Brightly of Grand Canyon* by Marguerite Henrys  
*Cherokee Sister* by Debbie Dadey

# APPENDICES



## **Appendix A:**

### **Recommended Alternative Assessments (as deemed age/ability appropriate by grade level)**

Written reports

Trade books with extension activities

Variety of paper and pencil tests

Models

Worksheets

Writing samples

Small and large group projects

Oral presentations

Writing compare and contrast papers (3<sup>rd</sup> grade and up)

Written or oral reports

Color coded map projects

Constructing model of early Arizona (4<sup>th</sup> grade)

Creative writing (poems)

Short and long answers on tests

Dramatizations

Time lines, construct and display

Debates

Create maps of the regions

Journal writing

Portfolios

Acting out roles portraying different historical characters

Research projects – use of internet for gathering information

Appropriate regional/cultural activities (songs, dances, art, writing)

Create a newspaper from the past

Mock trial

Travel brochures

Political cartoons

Write a newspaper article

## **Appendix B: The Seven Themes of Catholic Social Teaching**

- **Catholic Teaching on the Life and Dignity of the Human Person:** Every human person is created in the image and likeness of God. Therefore, each person's life and dignity must be respected, whether that person is an innocent unborn child in a mother's womb, whether that person worked in the World Trade Center or a market in Baghdad, or even whether that person is a convicted criminal on death row. We believe that every human life is sacred from conception to natural death, that people are more important than things, and that the measure of every institution is whether it protects and respects the life and dignity of the human person. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13
- **Catholic Teaching on the Call to Family, Community, and Participation:** The human person is not only sacred, but social. The God-given institutions of marriage— a lifelong commitment between a man and a woman—and family are central and serve as the foundations for social life. Marriage and family should be supported and strengthened, not undermined. Every person has a right to participate in social, economic, and political life and a corresponding duty to work for the advancement of the common good and the well-being of all, especially the poor and weak. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 13
- **Catholic Teaching on Solidarity:** We are one human family. We are our brothers' and sisters' keepers, wherever they may be. Pope John Paul II insists, "We are all really responsible for all." Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that "if you want peace, work for justice." The Gospel calls us to be "peacemakers." Our love for all our sisters and brothers demands that we be "sentinels of peace" in a world wounded by violence and conflict. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15
- **Catholic Teaching on the Dignity of Work:** The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's act of creation. If the dignity of work is to be protected, then the basic rights of workers, owners, and others must be respected—the right to productive work, to decent and fair wages, to organize and choose to join a union, to economic initiative, and to ownership and private property. These rights must be exercised in ways that advance the common good. — USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15
- **Catholic Teaching on Rights and Responsibilities:** Every person has a fundamental right to life— the right that makes all other rights possible. Each person also has a right to the conditions for living a decent life—faith and family life, food and shelter, education and employment, health care and housing. We also have a duty to secure and respect these rights not only for ourselves, but for others, and to fulfill our responsibilities to our families, to each other, and to the larger society. —USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 14
- **Catholic Teaching on the Option for the Poor and Vulnerable:** Scripture teaches that God has a special concern for the poor and vulnerable. The Church calls on all of us to embrace this preferential option for the poor and vulnerable, to embody it in our lives, and to work to have it shape public policies and priorities. A fundamental measure of our society is how we care for and stand with the poor and vulnerable. —USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15
- **Catholic Teaching on Caring for God's Creation:** The world that God created has been entrusted to us. Our use of it must be directed by God's plan for creation, not simply for our own benefit. Our stewardship of the Earth is a form of participation in God's act of creating and sustaining the world. In our use of creation, we must be guided by a concern for generations to come. We show our respect for the Creator by our care for creation. —USCCB Administrative Committee, *Faithful Citizenship: A Catholic Call to Political Responsibility*, p. 15

<http://www.usccb.org/sdwp/foreducators.shtml>