

| Assumption Social Studies Curriculum | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| Be familiar with various geographic locations and formations around the world. | | | | | | | | | |
| Map Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Identify the four oceans and their locations. | | | | | | | | | |
| Label the parts of the ocean floor. | | | | | | | | | |
| Indicate the number of continents on earth. | | | | | | | | | |
| Locate and identify the seven continents on a map. | | | | | | | | | |
| Locate land forms, oceans, and continents on a map or a globe. | | | | | | | | | |
| Use a globe to demonstrate how and why there are night and seasonal changes. | | | | | | | | | |
| Identify and locate some of the world's major rivers. | | | | | | | | | |
| Identify the direction of a river's flow. | | | | | | | | | |
| Locate the north and south poles on a map. | | | | | | | | | |
| Label the earth's rain forests on a map. | | | | | | | | | |
| Identify the equator. | | | | | | | | | |
| Label the parts of a simple map. | | | | | | | | | |
| Recognize different types of maps and graphs. | | | | | | | | | |
| Identify and use landform maps and climate maps. | | | | | | | | | |
| Identify and use time zones, road maps, and elevation maps. | | | | | | | | | |
| Calculate the elapsed time between two dates in terms of years. | | | | | | | | | |
| Identify certain key events by years, e.g. 1492, 1776, etc. | | | | | | | | | |
| Identify nation and international time zones, relate to earth's rotation, & diff among time zones. | | | | | | | | | |
| Use specific time words to denote passage of years, e.g. decade, century. | | | | | | | | | |
| Translate dates into centuries, and places dates in correct century. | | | | | | | | | |
| Identify B.C. or A.D. dates, and explains the difference between them in terms of time. | | | | | | | | | |
| Identify, use, and compare resource and product maps. | | | | | | | | | |
| Learn to use: maps for resources, climate, land forms & bar graphs, map grids to compare. | | | | | | | | | |
| Identify and use historical maps. | | | | | | | | | |
| Identify a map key. | | | | | | | | | |
| Identify the ordinal directions: north, south, east, west | | | | | | | | | |
| Identify: maps, globes, keys, symbols, distance scales, compass rose & find directions. | | | | | | | | | |
| Identify & use maps: cultural, population, relief, elevation, transportation, wind & ocean current | | | | | | | | | |
| Find routes on route maps. | | | | | | | | | |
| Identify and use great circle routes. | | | | | | | | | |
| Read and follow a flow chart. | | | | | | | | | |
| Interpret bar graphs, flow charts, line graphs, picture and circle graphs. | | | | | | | | | |
| Identify and interpret cartograms. | | | | | | | | | |

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| Sythesize information from two or more graphs or tables. | | | | | | | | | |
| Select most appropriate graph for the presentation of selected information. | | | | | | | | | |
| Identify, use, and construct timelines. | | | | | | | | | |
| Identify and use map projections. | | | | | | | | | |
| Construct a map of a bedroom. | | | | | | | | | |
| Identify the important rivers in the United States. | | | | | | | | | |
| Name important mountain ranges and discover their uses today. | | | | | | | | | |
| Name & locate rivers, mts,deserts, plains of the world & relate to same areas in the US. | | | | | | | | | |
| Identify the direction of a river's flow. | | | | | | | | | |
| Locate the equator, Prime Meridian, Arctic & Antarctic Circles & Cancer & Capricorn Tropics. | | | | | | | | | |
| Find locations using map grids including lines of latitude and longitude. | | | | | | | | | |
| Use letter-number grid to find places on maps. | | | | | | | | | |
| Use a distance scale on inset maps to distinguish relative sizes of inset area. | | | | | | | | | |
| Concepts | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Recognize that the earth is covered more by water than by land. | | | | | | | | | |
| Identify some of the plant and animal life along our rivers. | | | | | | | | | |
| Explain the role of reviers in the world's water cycle. | | | | | | | | | |
| Identify some of the plants and animal life in the ocean. | | | | | | | | | |
| Dicuss high and low tide. | | | | | | | | | |
| Discuss the shipwreck of the Titanic. | | | | | | | | | |
| Discuss the climates of the Arctic and Antarctic regions. | | | | | | | | | |
| Describe glaciers. | | | | | | | | | |
| Describe icebergs and construct individual icebergs. | | | | | | | | | |
| Describe some of the plant and animal life in the Arctic and Antarctic regions. | | | | | | | | | |
| Define the concept of an island. | | | | | | | | | |
| Discuss the characteristics of the rain forest. | | | | | | | | | |
| Identify some of the plant and animal life in the rain forest. | | | | | | | | | |
| Identify the layers of the rain forest and discuss the characteristics of each layer. | | | | | | | | | |
| Identify products we can use from the rain forest. | | | | | | | | | |
| Learn that the US is a land between oceans consisting of diff lands, forms, climates, resources | | | | | | | | | |
| Discover how rivers are formed, change the land, and how people use and change the rivers. | | | | | | | | | |
| Discover how maountains are formed, the diff btwn old & new mts; & relation to climate, travel | | | | | | | | | |
| Describe the deserts of N America, how affected by wind and water, life, changes, how utilized | | | | | | | | | |
| Identify the plains areas, their cities, uses for farming & their importance in travel & manufacture | | | | | | | | | |
| Be familiar with regions of the US, their climates, farming, manufacturing, transportation | | | | | | | | | |

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| Study the state of MO, its state symbol, points of interest, cities, and famous people. | | | | | | | | | |
| Build a diorama of US landmark and present a report on it. | | | | | | | | | |
| Understand people's responsibility to the environment. | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Explain our responsibility for protection against pollution. | | | | | | | | | |
| Demonstrate important points of recycling. | | | | | | | | | |
| Explain how the ocean is used for food, travel, and natural resources. | | | | | | | | | |
| Identify some famous polar explorere. | | | | | | | | | |
| Discuss endangered animals. | | | | | | | | | |
| Discuss the preservation of the rain forest. | | | | | | | | | |
| Become aware of the imprtance of natural resources, their uses, & their byproducts. | | | | | | | | | |
| Learn water as important resource to port communities, daily life, farming, transporting | | | | | | | | | |
| Learn citizens have responsibilities to make choices--both as people and as a government. | | | | | | | | | |
| Realize that Americans & their regions are interdependent as producers & consumers | | | | | | | | | |
| Relate population density to dlimate, resources, elevation & other geographic features. | | | | | | | | | |
| Develop a global awareness of many cultures and customs. | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Identify some of the people who live and work in the polar region. | | | | | | | | | |
| Identify some of the people who live in the rain forest. | | | | | | | | | |
| Discuss Christmas customs from around the world. | | | | | | | | | |
| Identify a community and construct a model community. | | | | | | | | | |
| Describe different jobs people have in a community. | | | | | | | | | |
| Learn about families, neighborhoods, and communities. | | | | | | | | | |
| Tell why people live in communities and how they vary in size. | | | | | | | | | |
| Explain about community services: police, fire, public works, transp, med,schools, parks | | | | | | | | | |
| Explain how taxes pay for public services. | | | | | | | | | |
| Point out how people meet their needs of food, clothing, & shelter in a community. | | | | | | | | | |
| Become aware of differences in communities: location, water, mountains, deserts | | | | | | | | | |
| Become aware of differences among cities, suburbs, towns, and rural communities. | | | | | | | | | |
| Describe important people in our country. | | | | | | | | | |
| Point out different countries and recognize different cultures around the world. | | | | | | | | | |
| Discuss any current events during the year: debates, elections, major government change | | | | | | | | | |
| Recognize that Americans come from many places and are different in many ways. | | | | | | | | | |
| Recognize that Americans share govt ,democracy, rights and responsibilities and heritage. | | | | | | | | | |
| Share your family's heritage through a family tree. | | | | | | | | | |
| Present a report on a foreign country incorporating native food, dress, music, & other objects. | | | | | | | | | |

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| Recognize that other cultures may have different calendars. | | | | | | | | | |
| Identify significant US national holidays and person or groups associated with them. | | | | | | | | | |
| Identify significant symbols of our nation, its past and its ideals. | | | | | | | | | |
| Identify important documents in US history & explain their purpose or content. | | | | | | | | | |
| Cite fundamental rights and responsibilities of US citizenship. | | | | | | | | | |
| Cite examples of and define compromises among conflicting interests and groups. | | | | | | | | | |
| Reflect upon history and relate it to the present. | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Historical Events | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Discuss famous presidents of the past. | | | | | | | | | |
| Become aware of the historical changes in America: Columbus etc., Revolution, Civil War | | | | | | | | | |
| Sequence events. | | | | | | | | | |
| United States History | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Examine how the Americas were settled. | | | | | | | | | |
| Outline Indian cultures that existed in N America before the arrival of the Europeans. | | | | | | | | | |
| Explain the accomplishments of various Indian cultures. | | | | | | | | | |
| Describe the cultures of ancient Mayas, Aztecs, and Incas. | | | | | | | | | |
| List how and why Europe's horizons broadened after 1100. | | | | | | | | | |
| Outline the effect of Portugal's discovery of an all-water route to the East. | | | | | | | | | |
| Point out Columbus' contribution to history. | | | | | | | | | |
| Summarize how non-Christian world was divided btwn Spain & Portugal, Treaty of Tordesillas. | | | | | | | | | |
| Examine the achievements of Balboa and Magellan. | | | | | | | | | |
| Tell how the Spanish were able to conquer the Indians and establish an empire in Americas. | | | | | | | | | |
| Show how cultural exchanges took place between Europe and the Americas. | | | | | | | | | |
| Explain why the Conquistadors explored parts of the present-day US. | | | | | | | | | |
| Identify Indian groups the Spanish encountered on their travels in present-day US. | | | | | | | | | |
| Discuss the effects of the Spanish on the culture of the Spanish hinterlands. | | | | | | | | | |
| Tell how the search for a Northwest Passage led to France's claim to territory in N America. | | | | | | | | | |
| Indicate how France gained control of the Mississippi River Valley. | | | | | | | | | |
| Compare the life in New France to that of life in New Spain. | | | | | | | | | |
| Summarize reasons for English colonization of North America. | | | | | | | | | |

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| Recognize the importance of the defeat of the Spanish Americas. | | | | | | | | | |
| Show how England's first efforts at colonization failed. | | | | | | | | | |
| Explored changes that helped Jamestown to succeed. | | | | | | | | | |
| Point out why James I made Jamestown a Royal Colony. | | | | | | | | | |
| Compare the founding of Virginia and Maryland. | | | | | | | | | |
| Examine why the Pilgrims and Puritans came to New England. | | | | | | | | | |
| Describe why some Puritans established colonies outside Massachusetts. | | | | | | | | | |
| Explain why the colonists and Indians fought one another. | | | | | | | | | |
| Compare how the Dutch and Swedes gained and lost a foothold in the Americas. | | | | | | | | | |
| List reasons the Quakers were persecuted in England. | | | | | | | | | |
| Write goals of Penn's "Holy Experiment." | | | | | | | | | |
| Label the origins of South Carolina, North Carolina, and Georgia. | | | | | | | | | |
| Summarize Indian reaction to settlers in the Southern Colonies. | | | | | | | | | |
| Analyze how national resources affected the economy of colonial New England. | | | | | | | | | |
| Explore what social and political factors brought stability to New England communities. | | | | | | | | | |
| Demonstrate how the geography of the Middle Colonies affected the region's economy. | | | | | | | | | |
| Identify ethnic groups that settled in the Middle Colonies. | | | | | | | | | |
| Examine how the South's plantation economy developed. | | | | | | | | | |
| Point out origins of social classes in the Southern Colonies. | | | | | | | | | |
| Explain economic factors that led to the growth of slavery in the South. | | | | | | | | | |
| Show how mercantilism benefited England. | | | | | | | | | |
| Interpret Colonial reaction to English trade laws. | | | | | | | | | |
| Recall the importance of Colonial assemblies. | | | | | | | | | |
| Construct how population growth in the American Colonies affected colonial life. | | | | | | | | | |
| Decide how changing economic and social factors led to the creation of American culture. | | | | | | | | | |
| Outline reasons for French and British conflict in North America. | | | | | | | | | |
| List French and British advantages as they headed into war. | | | | | | | | | |
| Point out why the Albany Plan failed | | | | | | | | | |
| Explain early English losses. | | | | | | | | | |
| Describe Britain's plan for empire and victory. | | | | | | | | | |
| Summarize provisions of the Treaty of Paris. | | | | | | | | | |
| Define problems facing Britain after the War. | | | | | | | | | |
| Outline British efforts to force colonists to share the costs of war. | | | | | | | | | |
| Translate colonial reaction to each of these measures. | | | | | | | | | |
| Analyze reasons for increased tensions between Britain and its colonies. | | | | | | | | | |
| Record steps toward colonial unity. | | | | | | | | | |

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| Indicate colonial reaction to the Coercive Acts and the Quebec Act. | | | | | | | | | |
| List actions of the Continental Congress. | | | | | | | | | |
| Assess what happened at Lexington and Concord. | | | | | | | | | |
| Explain major steps of the Second Continental Congress. | | | | | | | | | |
| Evaluate effects of George III's inability to compromise. | | | | | | | | | |
| Point out how the Declaration of Independence forced colonists to choose sides in Revolution. | | | | | | | | | |
| Compare British & American advantages and disadvantages at the start of the War. | | | | | | | | | |
| Describe American problems and defeats in the early years of the War. | | | | | | | | | |
| Discuss successful American actions in New Jersey, Vermont and New York. | | | | | | | | | |
| Identify which foreign nations aided the American Revolution. | | | | | | | | | |
| Construct American tactics at sea and in the West and South. | | | | | | | | | |
| Summarize how Yorktown cost the British the War. | | | | | | | | | |
| Relate why Britain lost the War. | | | | | | | | | |
| Analyze the rules of women and blacks in the War effort. | | | | | | | | | |
| Explain the 1783 Treaty of Paris. | | | | | | | | | |
| Relate cultural changes in American society in the late 1700s. | | | | | | | | | |
| Translate how a spirit of Republicanism affected American society and culture. | | | | | | | | | |
| Indicate Republican ideals as they applied to women and blacks. | | | | | | | | | |
| Describe the creation of state governments. | | | | | | | | | |
| Define what issues were important to the critics of new state constitutions. | | | | | | | | | |
| List what limits on personal freedom (esp.voting rights) were imposed by the new constitutions. | | | | | | | | | |
| Recall the beginnings of our nation under the Articles of Confederation. | | | | | | | | | |
| Enumerate what powers were given to the Confederation Congress. | | | | | | | | | |
| Interpret why the Northwest Territory posed a problem for government. | | | | | | | | | |
| Point out about important provisions of the Northwest Ordinance. | | | | | | | | | |
| Debate the problems of govt created by the limitation of powers of the Articles of Confederation. | | | | | | | | | |
| Summarize what problems were faced by the Confederation Congress. | | | | | | | | | |
| Tell about the meeting to share ideas at the Constitutional Convention. | | | | | | | | | |
| Show how concerns, interests, & approaches to the problems of govt varied among delegates. | | | | | | | | | |
| Construct how regional differences arose over slavery. | | | | | | | | | |
| Explain the shaping of the New Constitution. | | | | | | | | | |
| Show how states' rights and representation in Congress were major issues for delegates. | | | | | | | | | |
| Examine how the Great Compromise eased tension between the large and small states. | | | | | | | | | |
| Outline reaching a compromise on decisive issues. | | | | | | | | | |
| Assess the disagreements on the presidential powers, slavery, and the rights of citizens. | | | | | | | | | |
| Compare the Federalists and Anti-Federalists roles in the ratification of the Constitution. | | | | | | | | | |

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| Purpose what were the arguments for and against ratification of the Constituion. | | | | | | | | | |
| Debate the Constitution's effectiveness in creating a democratic form of government. | | | | | | | | | |
| Diagram the balance of power among the three branches of our federal system of govt. | | | | | | | | | |
| Restate the contributions of Washington and the first congress. | | | | | | | | | |
| Identify the precedents set by the first president and congress. | | | | | | | | | |
| Describe Hamilton's contributions to the establishment of an economic plan. | | | | | | | | | |
| Explain how Hamilton dealt with repayment of debts and created a national banking system. | | | | | | | | | |
| Recall the United States' problems in foreign affairs. | | | | | | | | | |
| Compare early conflicts with Britain, Frnac, and Spain on the seas and on the land. | | | | | | | | | |
| Record party politics in the new nation. | | | | | | | | | |
| Match the progression of partisan politics in the elections of 1792 and 1796. | | | | | | | | | |
| Outline the points of Washington's Farewell Address. | | | | | | | | | |
| Point out John Adam's attempt at solving international and domestic crises. | | | | | | | | | |
| Recite the causes and nature of the undeclared war with France. | | | | | | | | | |
| Reproduce the crisis in civil liberties brought on by partisan politics. | | | | | | | | | |
| Show how and why Americans pushed back the frontier in the late 1700s and early 1800s. | | | | | | | | | |
| Examine what the American people were like at the start of the 19th century. | | | | | | | | | |
| Tell about Jefferson's changing certain Federalist laws and purchase of Louisiana Territory. | | | | | | | | | |
| Compare how Federalist and Republican attitudes toward government differed. | | | | | | | | | |
| Explain how Jefferson doubled the size of the United States. | | | | | | | | | |
| Interpret what the goals of the Lewis and Clark and Pike expeditions were. | | | | | | | | | |
| Describe Jefferson's presidency's conflicts with Supreme Court, Sectionalism, & warfare. | | | | | | | | | |
| Formulate how Chief Justice Marshall expanded the power of the Supreme Court. | | | | | | | | | |
| Outline conflicts over slavery and conflicts with Indians. | | | | | | | | | |
| Summarize the conflict with the 13 Albany states. | | | | | | | | | |
| Compare how Jefferson and Madison tried to avoid war with Britain. | | | | | | | | | |
| Discuss the US involvement in the war with Britain in 1812. | | | | | | | | | |
| Examine why and how the War of 1812 was fought. | | | | | | | | | |
| List the provisions of the Treaty of Ghent. | | | | | | | | | |
| Trace development of the Far West in the early 1800s. | | | | | | | | | |
| Identify why people continued to settle in the Far West. | | | | | | | | | |
| Point out improvements in land transportation that spurred western settlement. | | | | | | | | | |
| Describe the canal boom of the early 1800s. | | | | | | | | | |
| Tell about improvement in American manufacturing through inventions. | | | | | | | | | |
| Recognize changes in United States manufacturing in the early 1800s. | | | | | | | | | |
| Recite the importance of the factory system and the lowell experiment. | | | | | | | | | |

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| Recall how farming changed in the early 1800s. | | | | | | | | | |
| Outline the rise of commercial farming. | | | | | | | | | |
| Define how cotton became "King" in the South. | | | | | | | | | |
| Show the strengthening of nationalism and a national market economy. | | | | | | | | | |
| Explain changes in American politics after the War of 1812. | | | | | | | | | |
| Examine how Supreme Court decisions during the Monroe era reflected a spirit of nationalism. | | | | | | | | | |
| Summarize the provisions of the Missouri Compromise. | | | | | | | | | |
| Discuss settlement of foreign land claims | | | | | | | | | |
| Formulate a redefining of American democracy. | | | | | | | | | |
| Assess how democracy came to idealize the common man during the 1820s and 1830s. | | | | | | | | | |
| Compare how the methods of nominating and electing presidents changed. | | | | | | | | | |
| List the rise of labor unions. | | | | | | | | | |
| Outline Jackson's positive and negative accomplishments. | | | | | | | | | |
| Examine the election contest of 1824 and why its outcome angered Jackson and supporters. | | | | | | | | | |
| Tell how Jackson increased executive authority. | | | | | | | | | |
| Describe the political issues and human tragedies connected with Jackson's Indian Removal. | | | | | | | | | |
| Explain the conflict over nullification. | | | | | | | | | |
| Summarize why the South hated the Tariff of Abominations. | | | | | | | | | |
| Point out how Jackson and Clay removed the threat to the Union. | | | | | | | | | |
| Discuss Jackson's battle against the Bank of the United States. | | | | | | | | | |
| Recall the Whigs as a new national political party. | | | | | | | | | |
| Trace economic and political developments resulting from the Bank Battle. | | | | | | | | | |
| Evaluate the movement to stamp out evil and reform schools and prisons, & care for mentally ill. | | | | | | | | | |
| Recognize how reformers of the period sought to improve the quality of life for Americans. | | | | | | | | | |
| Verify main reform organizations, movements, and groups in the 1800s. | | | | | | | | | |
| Tell about the life of slaves and free blacks in the early 1800s. | | | | | | | | | |
| Explain how slaves were able to endure slavery. | | | | | | | | | |
| Identify ways that slaves protested against slavery. | | | | | | | | | |
| Show what conditions were like for free blacks in the North and South. | | | | | | | | | |
| Examine how black and white Abolitionists organized to end slavery | | | | | | | | | |
| Outline how the Abolitionist movement fought to end slavery. | | | | | | | | | |
| Point out divisions within the Abolitionist movement. | | | | | | | | | |
| Summarize the fight for women's rights in the 1800s. | | | | | | | | | |
| Discuss how the role of women changed during the early 1800s. | | | | | | | | | |
| List goals of the early feminist movement. | | | | | | | | | |

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| Outline the expansion of the United States westward. | | | | | | | | | |
| Describe the Mexican province of Texas becoming a republic. | | | | | | | | | |
| Point out why settlers went to Texas in the 1820s and the conditions imposed by Mexico. | | | | | | | | | |
| Examine settlement of the Oregon Country. | | | | | | | | | |
| Describe early settlers in the Oregon Country. | | | | | | | | | |
| Discuss how Indians of the Great Plains and the Far West were affected by pioneers. | | | | | | | | | |
| Show how expansion to the Pacific happened. | | | | | | | | | |
| Compare how the US acquired the Oregon Country, Texas, & Mexico's provinces in the West. | | | | | | | | | |
| Tell about changes in transportation, communication, and industry and how they affect economy. | | | | | | | | | |
| Outline the growth and impact of railroad and the telegraph. | | | | | | | | | |
| Summarize the factors of industrial growth and the rise of industrial cities in the North. | | | | | | | | | |
| Examine the new urban working class. | | | | | | | | | |
| Indicate how the California Gold Rush led to disputes between the North and the South. | | | | | | | | | |
| Explore the development of the free-soil movement. | | | | | | | | | |
| Tell what the North and South gained in the Compromise of 1850. | | | | | | | | | |
| Point out how the issue of slavery became divisive over the Kansas-Nebraska Act. | | | | | | | | | |
| Show how antislavery attitudes in the North hardened. | | | | | | | | | |
| Explain how the Kansas-Nebraska Act reopened old slavery disputes and led to new parties. | | | | | | | | | |
| Trace how popular sovereignty led to violence in Kansas. | | | | | | | | | |
| Recognize the deepening of the rift between North and South. | | | | | | | | | |
| Point out background and content of Dred Scott decision. | | | | | | | | | |
| Compare Lincoln's and Douglas' stands on the slavery issue. | | | | | | | | | |
| Illustrate reactions to Brown's raid at Harper's Ferry. | | | | | | | | | |
| Analyze cultural differences dividing North and South. | | | | | | | | | |
| Summarize why Southern states seceded from the Union and formed a new govt. | | | | | | | | | |
| Examine how the Civil War began. | | | | | | | | | |
| List the line-ups of states on Union and Confederate sides of Civil War. | | | | | | | | | |
| Identify what advantages both sides had in the struggle. | | | | | | | | | |
| Compare the leadership qualities of Lincoln and Davis. | | | | | | | | | |
| Outline Union and Confederate strategies for achieving victory. | | | | | | | | | |
| Show how lack of support of European nations affected the South. | | | | | | | | | |
| Explore the results of military campaigns early in the War. | | | | | | | | | |

| Assumption Social Studies Curriculum | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Explain steps taken by Lincoln and the Federal Government to end slavery. | | | | | | | | | |
| Discuss the roles played by blacks in the Civil War. | | | | | | | | | |
| Point out the impact of the war on the economies of the North and South. | | | | | | | | | |
| Examine how both sides raised armies and what conditions were like for those who served. | | | | | | | | | |
| Explain the effects of the war on American Indians and women. | | | | | | | | | |
| Analyze the effects of the Civil War on the nation. | | | | | | | | | |
| Describe problems faced by the United States and the South after the Civil War. | | | | | | | | | |
| Outline different ideas for dealing with problems of reconstruction. | | | | | | | | | |
| Define ways in which southern states tried to limit the rights of freed blacks. | | | | | | | | | |
| List the provisions of Radical Reconstruction. | | | | | | | | | |
| Examine the struggle between Congress and President Johnson. | | | | | | | | | |
| Explain effects of reconstruction on state government in the south. | | | | | | | | | |
| Point out economic and social changes in the South in the Reconstruction Era. | | | | | | | | | |
| Outline white southern resistance to reconstruction and the Federal Government's response. | | | | | | | | | |
| Assess the scandals that affected Grant's administration. | | | | | | | | | |
| Summarize the events that led to the end of reconstruction. | | | | | | | | | |
| Show the effects of economic changes in the South in the years after reconstruction. | | | | | | | | | |
| Tell about condition for blacks in the New South and response of blacks to those conditions. | | | | | | | | | |
| Translate how Federal land policies encouraged settlers to move west. | | | | | | | | | |
| Describe the building of the First Transcontinental Railroad. | | | | | | | | | |
| Tell about sites of significant mining operations in the West. | | | | | | | | | |
| Recall factors that contributed to the industrialization of the US in the 1800s. | | | | | | | | | |
| Trace changes that took place in the oil and steel industries. | | | | | | | | | |
| Identify the impact of railroads on the Nation's economy in the 1800s. | | | | | | | | | |
| Describe reasons for and effects of consolidation of railroads. | | | | | | | | | |
| List major inventors and inventions of the late 1800s. | | | | | | | | | |
| Tell about innovations in transportation in the late 1800s. | | | | | | | | | |

| Assumption Social Studies Curriculum | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Recognize the effect advertising had on American business in the late 1800s. | | | | | | | | | |
| Recite major innovations in retailing during the late 1800s. | | | | | | | | | |
| Examine working conditions in industry in the late 1800s. | | | | | | | | | |
| Outline the growth of labor unions up to 1900. | | | | | | | | | |
| Describe daily life in the United States in late 1800s. | | | | | | | | | |
| Examine education and communications in late 1800s. | | | | | | | | | |
| Assess how skyscrapers and suburbs changed the American landscape. | | | | | | | | | |
| Compare shifts in immigration during the late 1800s. | | | | | | | | | |
| Explain how conditions in cities helped promote the growth of political machines. | | | | | | | | | |
| Describe the roots of the social reform movement of the late 1800s. | | | | | | | | | |
| Outline changes instituted by pioneers in progressive education. | | | | | | | | | |
| List goals of black social reformers. | | | | | | | | | |
| Outline Theodore Roosevelt's attitudes and policies toward big business and labor. | | | | | | | | | |
| Point out Roosevelt's initiatives in the areas of conservation and protection of public welfare. | | | | | | | | | |
| Compare the achievements and short-comings of Taft's administration. | | | | | | | | | |
| Identify the candidate and issues in the presidential election of 1912. | | | | | | | | | |
| Discuss reforms enacted during Wilson's administration | | | | | | | | | |
| Recognize American arts and entertainment in the early 1900s. | | | | | | | | | |
| Indicate changes in the composition of America's population in the early 1900s. | | | | | | | | | |

| Assumption Social Studies Curriculum | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| Recall actions that led to the United States' construction of the Panama Canal. | | | | | | | | | |
| Show changes in the US foreign policy in Latin America and Asia in the early 1900s. | | | | | | | | | |
| Outline Wilson's beliefs in a policy of monal diplomacy. | | | | | | | | | |
| Explain how the US policy of neutrality in the War began to change. | | | | | | | | | |
| Discuss events that led to the outbreak of World War I. | | | | | | | | | |
| Examine why the US entered World War I on the side of the Allies. | | | | | | | | | |
| Explore what steps the US took to prepare for war. | | | | | | | | | |
| Compare military strategies used by both sides in the War. | | | | | | | | | |
| Summarize how the federal government expanded its authority as it organized to fight for war. | | | | | | | | | |
| Analyze the impact of the War on American women and minorities. | | | | | | | | | |
| Indicate key points of Wilson's plan for peace. | | | | | | | | | |
| Point out differences between Wilson's plan and the Treaty of Versailles. | | | | | | | | | |
| Evaluate why the Senate failed to ratify the Treaty of Versailles. | | | | | | | | | |
| Recall effects of mass production on various industries. | | | | | | | | | |
| Identify cause and effects of the Second Industrial Revolution. | | | | | | | | | |
| Tell about the new urban culture of the 1920s. | | | | | | | | | |
| Examine changes in family life during the 1920s. | | | | | | | | | |
| Explain the influence of mass media on society in the 1920s. | | | | | | | | | |
| List contributions of leading writers and musicians to American culture of the 1920s. | | | | | | | | | |
| Point out Americns' fear of Communists and Anarchists in the 1920s. | | | | | | | | | |
| Outline immigration restrictions in the 1920s. | | | | | | | | | |
| Explore the impact of religious fundamentalism. | | | | | | | | | |
| Label major events and policies under Harding and Coolidge. | | | | | | | | | |
| Interpret US foreign policy advances in the 1920s. | | | | | | | | | |
| Explain causes and effects of the Great Depression. | | | | | | | | | |
| Interpret President Hoover's response to the Depression. | | | | | | | | | |
| Show how President Roosevelt implemented the measures of the First New Deal. | | | | | | | | | |
| Examine how the relief programs helped farmers and unemployed workers. | | | | | | | | | |
| Compare relief and reform measures under the Second New Deal. | | | | | | | | | |
| Outline New Deal gains and setbacks for women and ethnic minorities. | | | | | | | | | |
| Describe popular culture during the Great Depression. | | | | | | | | | |
| Summarize how and why the New Deal came to an end. | | | | | | | | | |
| Discuss Roosevelt's political contributions and lasting impact of the New Deal. | | | | | | | | | |
| Trace the rise of dictators in Germany, Italy, the Soviet Union and Japan. | | | | | | | | | |
| Outline military aggresssions of Italy, Japan, and Germany during the 1930s. | | | | | | | | | |
| Summarize Germany's conquest of Europe between 1938 and 1940. | | | | | | | | | |

| Assumption Social Studies Curriculum | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| Describe America's growing involvement in the war in Europe. | | | | | | | | | |
| Explain America's formal entry into World War II. | | | | | | | | | |
| Compare allied and axis positions in 1941 and 1942. | | | | | | | | | |
| Identify the battles of Alamein, Stalingrad, & Midway as turning points in the allied offensive. | | | | | | | | | |
| Show how Americans contributed to the fight against the axis powers. | | | | | | | | | |
| Tell about changes in the status of women and blacks during World War II. | | | | | | | | | |
| Assess the plight of Japanese Americans during the war years. | | | | | | | | | |
| Recall allied offensives that led to final victory in Europe & in the Pacific. | | | | | | | | | |
| Point out what the Holocaust was. | | | | | | | | | |
| Government | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Name the principles of American government: rules, law, three branches of govt | | | | | | | | | |
| Learn how govt works in communities, states, and the country. | | | | | | | | | |
| Learn about government in other countries. | | | | | | | | | |
| Analyze notes taken and synthesize information to write essays. | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Reinforce skills in using the library: rules, fiction/nonfiction, dictionaries, encyclopedias,internet | | | | | | | | | |
| Distinguish between cause and effect and between statements of fact and opinion. | | | | | | | | | |
| Use atlases, newspapers, periodicals, and telephone books as sources of information. | | | | | | | | | |
| Distinguish various parts of a newspaper and news articles. | | | | | | | | | |
| Identify, interpret, and use political cartoons. | | | | | | | | | |
| Work with problem-solving skills. | | | | | | | | | |
| Work with decision-making skills. | | | | | | | | | |
| Take usable notes. | | | | | | | | | |
| Cite sources and prepare bibliographies. | | | | | | | | | |
| Write reports or research papers. | | | | | | | | | |
| Judge the reliability of a source. | | | | | | | | | |
| Effectively use techology within Social Studies | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Use SmartBoard for note taking,maps and research on Internet. | | | | | | | | | |
| Use traveling lab top lab for research. | | | | | | | | | |
| Use internet for research in lab,classroom or traveling lab. | | | | | | | | | |
| Use overhead for maps and pictures. | | | | | | | | | |