

**Diocese of Duluth  
Social Studies Outcomes  
Preschool**

Content	Diocesan Outcome
Geography	Use map symbols to find a place.
	Make a map.
Citizenship / Government	Learn that each family is unique. Share family traditions.
	Know the name of the current President. Understand what a president does.
	Recognize the American flag.
	Learn to work together in a community.
	Learn about and practice fire safety rules and procedures.
	Learn to show acceptance, respect, and justice.
	Learn what an election is.
History	Gain exposure to basic National Holidays throughout school year (All Saints Day, All Souls Day, Thanksgiving, Presidents’ Day, Martin Luther King Jr., Memorial Day).
	Recognize characteristics of American leaders through exposure to biographies of important people of our past (e.g., George Washington, Abraham Lincoln, etc.).
	Learn the history behind traditions such as the Christmas tree, the sandwich, and Groundhog’s Day.
Economics	<u>Basic Needs</u>
	Learn that families need shelter (homes).
	Learn about different types of poems.
	<u>Community Helpers</u>
	Learn how community workers help people in the community: fire fighter, police officer, dentist, dental hygienist, letter carriers, newspaper reporters.

**Diocese of Duluth  
Social Studies Outcomes  
Kindergarten – Grade 3**

Content	K	1	2	3	Kindergarten – Grade 3 Diocesan Outcomes
Geography					Compare and contrast the relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front.
					Use a map and map symbols to recognize directions, continents, and poles.
					Use map symbols to recognize land, weather, roads, and cities.
					Compare the globe and a map as models of the earth.
					Demonstrate familiarity with the layout of his/her school.
					Know the names of the four cardinal directions.
					Use the cardinal directions to move around the room.
					Locate and use cardinal directions on a map or globe
					Begin to recognize, through the use of maps, some of the states, the oceans, and Lake Superior.
					Recognize the name of one's own city, state, and country.
					Locate the continent of North America and on a map or globe.
					Identify and describe features of two basic areas in which people live: cities and country.
					Begin to understand that continents are the major land masses on earth.
					Recognize North America and South America as two of the world's continents.
					Locate North America on a world map and on the globe.
					Identify the countries that make up North America.
					Locate the United States on a world map and on the globe.
					Locate Minnesota on a U.S. map.
					Identify some of the states that border Minnesota.
					Locate the equator on a world map and on the globe.
					Explain the significance of the equator.
					Understand that the earth is geographically divided into Northern and Southern Hemispheres.
					Begin to learn the names of the seven continents.
					Begin to locate the seven continents on a world map.
					Use map symbols and keys to read a map.
					Make a map of the classroom and the community, including a compass rose and map key.
					Explain that the globe is small-scale model of the earth.
					List the cardinal directions and the intermediate directions.
					Describe what a map is and how maps are used.
					Identify map symbols.
					Explain the purpose of a map key or legend.
					Order communities, states, and country according to size and describe their relationship to each other.
					Locate one's own community (city), state and country on a map and on the globe.
					Name the seven continents and four hemispheres of the earth.
					Define the word geography.

Content	K	1	2	3	Kindergarten – Grade 3 Diocesan Outcomes
					Describe important physical features of the earth.
					Identify the following places on a U.S. map: Appalachian Mountains, Rocky Mountains, Great Plains, Mississippi River, and the Great Lakes.
					Identify the four oceans on a world map and on the globe.
Citizenship / Government					Discuss the attributes of a good family member with emphasis on trust, respect, responsibility, fairness, and caring.
					Know the name of the current President.
					Recognize and learn about patriotic traditions and symbols (Pledge of Allegiance, National Anthem, American Flag).
					Become aware of the principle of freedom and what it means to be a responsible member of your community.
					Explain the importance of families and other groups.
					Understand how and why rules and laws are made.
					Understand how rules and laws are enforced.
					Understand that breaking rules or laws results in consequences.
					Identify standard Fire Prevention and Safety techniques.
					Recognize national symbols and discuss the significance of each (e.g., flag, statue of liberty, bald eagle, liberty bell, etc.)
					Explain what a community is.
					List similarities and differences between communities.
					Explain what government is.
					Describe some features of state government.
					Explain the difference between <i>capital</i> and <i>capitol</i> .
					Describe the election process.
					List voting requirements in national elections.
					Name the three main parts of our national government: executive, legislative and judicial.
					List jobs of the President, Congress, and the Supreme Court.
					Describe some places of interest in Washington D.C. (national monuments, governmental buildings, museums)
					Explain why Washington, D.C. is called a planned community.
					Explain how rights and responsibilities are related.
					List ways in which people can volunteer in their communities.
					Identify two ways to become a citizen of the United States.
History					Gain exposure to basic National Holidays throughout school year (Columbus, Thanksgiving, Presidents' Day, Martin Luther King Jr).
					Recognize characteristics of American leaders through exposure to biographies of important people of our past (e.g., George Washington, Abraham Lincoln, Rosa Parks, etc.).
					Become familiar with the events and people associated with commemorative holidays, such as Thanksgiving, Columbus Day, and Martin Luther King, Jr. Day.
					Describe and understand whether events belong in the past, present or future.
					Be introduced to the use of a time line to record a sequence of events.
					Gain a deeper understanding of the events and people associated with commemorative holidays, such as Thanksgiving, Columbus Day, and Martin Luther King Jr. Day.

Content	K	1	2	3	Kindergarten – Grade 3 Diocesan Outcomes
					Understand the relationship of Columbus’ Voyage and the development of America.
					Compare the culture/customs of the Pilgrims to culture/customs of present day United States.
					Understand the origins and meanings of cultural customs.
					Examine how time lines are used.
					Discuss how Thanksgiving became a national holiday.
					Outline the accomplishments of Martin Luther King, Jr.
					Explain why we honor Lincoln and Washington on President’s Day.
					Examine the origin and purpose of Memorial Day.
					Understand basic features of the Civil War: who fought and why. Relate the Civil War to Memorial Day.
					Describe the background of the Fourth of July celebration.
					Identify important writings and symbols of the United States.
Economics					Understand the term "transportation" (a way to get from place to place).
					Identify common land, air & water vehicles.
					Explain how different vehicles are used.
					Understand safety related to transportation.
					Understand the purpose of farms in our society - to provide food and organic goods.
					Learn about different types of farms throughout our country and the world.
					Explain the food production process using an example like "cow to butter," or "wheat to bread."
					Describe how people get their basic needs of food, clothing, and shelter.
					Identify some uses of money by individuals and families.
					(Service Learning Project: raise money for less fortunate)
					Define and distinguish between <i>wants</i> and <i>needs</i> .
					Describe how wants and needs are met by people today and how they were met by people long ago.
					Describe how earnings, savings and gifts help people to get the things they want and need.
					Define and distinguish between <i>goods</i> and <i>services</i> .
					Understand the need for both goods and services.
					Describe how a new community might use natural resources.
					Name some of the uses of oil and coal.
					Describe how trees and fish are used and saved.
					Explain what a renewable resource is.
					Explain why farms are important in the U. S. today.
					Define <i>manufacturing</i> .
					Describe the connection between urban areas and manufacturing.
					Explain how a flowchart is used.

**Diocese of Duluth  
Social Studies Outcomes  
Grades 4 - 5**

Content	4	5	Grades 4 – 5 Diocesan Outcomes
Geography			Locate the regions of the United States.
			Identify geographical features and cultural characteristics of regions.
			* Summarize ways regional, cultural and individual diversity contributes to regions being studied.
			* Understand characteristics of U.S. regions.
			* Interpret and use information based on maps and graphic representations.
			Learn about the earth.
			* Understand the difference between a map and a globe
			* Identify the seven continents
			* Identify the four oceans and the Great Lakes
			* Explain the difference between a continent and a country.
			Use maps to find your way.
			* Identify and be able to use a compass rose
			* Identify the North and South Poles
			Use Latitude and Longitude
			* Identify the equator and the prime meridian
			* Locate points on a map using latitude and longitude
			* Use symbols and scale
			* Understand and use a key and symbols on a map
			* Estimate distance and calculate scale on a variety of maps
			Learn about different kinds of maps
			* Understand the term sea level and how we use it to read maps
			* Understand elevation and how we use contour lines to identify elevation on a map
			Identify the historical locations of different Native American groups.
			Identify landforms and how combined with natural resources they helped to determine population settlements.
			Identify the native countries and routes of early American explorers.
			Name the thirteen original colonies.
			Identify major settlements and cities associated with early American history.
			Identify the route of the Oregon Trail and major landmarks associated with it.
			Understand the geography associated with the American Revolution, Westward Expansion, and the Civil War.
			Use map skills to read and interpret various types of maps.
Citizenship / Government			List the steps in becoming a naturalized citizen.
			Understand characteristics of the local community and participate in community service projects.
			Recognize and define the rationale for the existence of governments by examining the following
			* Why societies need government

Content	4	5	Grades 4 – 5 Diocesan Outcomes
			* Why societies need laws
			* Who makes laws in the United States
			* What might happen in the absence of government and laws
			Understand the main ideas behind the Declaration of Independence including:
			* “All men are created equal”
			* Responsibility of the government to protect the “inalienable rights” of the people
			Begin to understand the Constitution of the United States
			* Understand the concepts of popular sovereignty and “We the People”
			* Understand the three branches of government: executive, legislative, judicial
			Understand the reasons our founding fathers and early settlers sought independence from England.
			Understand the basic principal our nation was founded on.
			Describe how the United States government was formed and identify the people who played a significant role in its early development.
			Describe the main features of the Constitution and the purpose of the Bill of Rights.
			Identify the three branches of the U.S. government.
History			Identify the major Indian tribes of each U.S. region studied and their influences on each region
			Compare ways in which people from different cultures deal with their environment
			Understand the interaction of people, places and locations
			Identify the different Native American groups and why they settled in certain areas.
			Describe the life styles of the Native American groups.
			Demonstrate that the United States is made up of diverse groups of people.
			Identify why explorers set out and how they “discovered” the New World.
			Explain why the name <i>New World</i> is not an accurate one from the native people’s point of view.
			Describe the development and growth of New England, the Middle Colonies, and the South Colonies.
			Identify and sequence the events leading up to the American Revolution (French and Indian War, Acts, taxes, reactions to British policy, battles, and the Treaty of Paris)
			Identify the important people (Americans, minorities, and Europeans) of this era.
			Describe key events such as the War of 1812, the Lewis and Clark expedition, Native American removal, the Mexican American War, the Oregon Trail, and the Gold Rush.
			Describe how American expansion impacted the following groups of people: Native Americans, African Americans, and immigrants.
			Understand how slavery, tariffs, slavery compromises and the Act of Succession helped cause the war.
			Understand some of the major battles as well as the basic strategies used by both the Confederates and the Union.
			Understand the importance of the Gettysburg Address.
			Understand how the Reconstruction period helped to rebuild the South and how the Civil Rights Amendments (13, 14, and 15) attempted to protect the rights of African Americans.

Content	4	5	Grades 4 – 5 Diocesan Outcomes
Economics			Evaluate the effect of climate and topography on the economy of various U.S. Regions
			Describe how local resources and products are used and manufactured in each region.
			Understand how inventions and technology in transportation, farming and machines helped change the United States.
			Understand how immigration, the growth of cities and industry helped change American life.
			Understand the economic affects of war on our nation.

**SOCIAL STUDIES OUTCOMES**  
**Middle School Grades 6-8**

Recommended Grade 6  
Focus: Ancient History and MN History

**Ancient History**

Content	Recommended Grade 6 Diocesan Outcomes
Concepts of Time	<i>MN Standards: The student will acquire skills of chronological thinking.</i>
	Develop a chronological sequence of persons, events and concepts in each historical era studied through sixth grade.
Historical Resources (National History Day)	<i>MN Standards: The student will begin to use historical resources</i>
	Identify, describe, and extract information from various types of historical sources, both primary and secondary.
	Assess the credibility and determine appropriate use of different sorts of sources.
	Investigate the ways historians learn about the past if there are no written records
Historical Inquiry (National History Day)	<i>MN Standards: The student will apply research skills by investigating a topic in U.S. history.</i>
	Define a research topic that can be studied using a variety of historical sources.
	Identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
	Develop strategies to find, collect, and organize historical research.
	Analyze historical evidence and draw conclusions.
	Understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.
	Compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.
	Understand the concepts of historical context and multiple causation.
	Create a timeline that illustrates the relationship of their topic to other historic events.
Historical Inquiry (History Day Competition)	<i>MN Standards: The student will present and explain the findings of a research project.</i>
	Analyze how historians present their work in multiple formats.
	Select a presentation medium for their project and learn the skills necessary to communicate their ideas.
	Articulate a clear thesis statement that explains the historical relevance of their research topic.
	Learn how to cite sources and to document their research in the form of a bibliography.
	Learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.

**World History**

<b>Content</b>	<b>Recommended Grade 6 Diocesan Outcomes</b>
Beginnings of Human Society	<i>MN Standards: The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.</i>
	Describe the migration of people from Africa to other world regions.
	Describe the development of agriculture and its effect on human communities.
	Illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.
	Describe significant historical achievements of various cultures of the world.
Classical Civilizations and World Religions 1000 BC - 600 AD	<i>MN Standards: The student will describe classical civilizations in Africa, Asia, and Mesoamerica.</i>
	Describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa.
	Describe how the Chinese Empire was united.
	Analyze the relationship between agriculture and the development of complex societies in Mesoamerica.
	Describe and compare major religious systems and practices.
Classical Civilizations and World Religions 1000 BC - 600 AD	<i>MN Standards: The student will describe classical civilizations in Europe and the West.</i>
	Demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.
	Demonstrate knowledge of ancient Rome, including art, politics and philosophy.
World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD	<i>MN Standards: The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.</i>
	Analyze the spread of Islamic civilization to western Europe, India and Africa.
	Describe the expansion of the Chinese Empire and its effect on political and cultural life.
	Describe the formation of states in sub-Saharan Africa and the Americas.

**MN History**

<b>Content</b>	<b>Recommended Grade 6 Diocesan Outcomes</b>
Pre-Contact to 1650	<i>MN Standards: The student will demonstrate knowledge of Minnesota’s indigenous peoples.</i>
	Describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.
	Explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.
Contact and Fur Trade 1600-1810	<i>MN Standards: The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.</i>

Content	Recommended Grade 6 Diocesan Outcomes
	Describe how early explorers and fur traders affected the development of Minnesota.
	Describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.
Early Settlement and Statehood 1810-1860	<i>MN Standards: The student will know and understand the factors that led to rapid settlement of Minnesota in the 19<sup>th</sup> century and the changes the new Minnesotans brought with them.</i>
	Explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.
	Describe the process of Minnesota’s becoming a territory and then a state.
	Understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.
Civil War and Dakota War 1860-1864	<i>MN Standards: The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.</i>
	Describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.
	Describe Minnesota’s role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.
	Compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.
Industrial Era 1865-1914	<i>MN Standards: The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.</i>
	Know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).
	Describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
	Describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.
World Wars I and II, and the Interwar period, 1914-1945	<i>MN Standards: The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.</i>
	Understand the issues that Minnesotans faced during World War I and how they responded to them.
	Demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.
	Describe Minnesota’s contributions to World War II and analyze the impact of the war on Minnesota.
Post-World War II to the Present	<i>MN Standards: The student will know and understand Minnesota’s role in the major social, economic and political changes, both national and international, in the last half of the 20<sup>th</sup> century through the present, and analyze the impact of those changes.</i>
	Explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.

Content	Recommended Grade 6 Diocesan Outcomes
	Identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.
	Develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.
	Identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.

### Geography

Content	Recommended Grade 6 Diocesan Outcomes
Concepts of Location	<i>MN Standards: The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.</i>
	Locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
Maps and Globes	<i>MN Standards: The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i>
	Use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.
	Locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.
	Distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.
Physical Features and Processes	<i>MN Standards: The student will use basic terminology describing basic physical and cultural features of continents studied.</i>
	<i>MN Standards: The student will identify and locate geographic features associated with the development of Minnesota.</i>
	Locate and describe major physical features and analyze how they influenced cultures/civilizations studied.
	Identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.
	Identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.
	Identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19 <sup>th</sup> Century.
	Identify physical features that either hindered or promoted the industrialization of the state.
Interconnections	<i>MN Standards: The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.</i>
	Give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.
	Analyze how changes in transportation affected settlement of the state.
	Explain the importance of site features in the establishment of Minnesota's largest cities.
	Explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.

Content	Recommended Grade 6 Diocesan Outcomes
	Identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.
	Describe the settlement pattern of Minnesota’s largest immigrant groups.
	Use regions to analyze modern agriculture in Minnesota.
	<i>MN Standards: The student will identify how technology made some parts of Minnesota more valuable at particular times in history.</i>
	Explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.

**Government and Citizenship**

Content	Recommended Grade 6 Diocesan Outcomes
Governmental Institutions and Processes of the United States	<i>MN Standards: The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.</i>
	Explain the relationship between the federal government and state governments and define the concept of federalism.
	Explain the major purposes of Minnesota's Constitution as stated in its Preamble.
	Understand the basic structure and functions of state and local governments.
	Identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.
	Explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.

**SOCIAL STUDIES OUTCOMES**  
**Middle School Grades 6-8**

Recommended Grade 7  
Focus: World Geography

**World History**

Content	Recommended Grade 7 Diocesan Outcomes
Western Civilizations, Renaissance and Reformation 1000 AD - 1700 AD	<i>MN Standards: The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.</i>
	Demonstrate knowledge of the Renaissance in Europe.
	Demonstrate knowledge of the age of exploration.
	Demonstrate knowledge of the Reformation including important figures of the era.
	Demonstrate knowledge of scientific, political, economic and social changes starting in the 17 <sup>th</sup> Century, including the Enlightenment.
World Civilizations, Toward a Global Culture, 1500 - 1770 AD	<i>MN Standards: The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.</i>
	Explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.
	Describe early European explorations, settlements, and empires.
	Analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.
	Understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.
	Identify the causes and consequences of global migrations of Europeans, Africans, and Asians.
Western Civilizations, Age of Revolution and Reaction, 1640-1920 AD	<i>MN Standards: The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.</i>
	Examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.

**Geography**

Content	Recommended Grade 7 Diocesan Outcomes
Concepts of Location	<i>MN Standard: The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i>
	Locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied. (Follow up from earlier grades)
	Identify and locate major countries, events and cultural features that played an important role in the history of the United States.
	Locate on a map or globe the major empires of the late 19 <sup>th</sup> Century and their largest overseas territories.

Content	Recommended Grade 7 Diocesan Outcomes
Maps and Globes	<i>MN Standards: The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i>
	Distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.
	Create a variety of maps to scale.
	Compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.
Physical Features and Processes	<i>MN Standards: The student will use basic terminology describing basic physical and cultural features of continents studied.</i>
	Locate and describe major physical features and analyze how they influenced cultures/civilizations studied.
	Describe and locate major physical features in their local community and analyze their impact on the community.
	<i>MN Standards: The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.</i>
	Describe the major physical features of the United States and the regions of the world they study.
	Describe physical systems in the atmosphere and Earth’s crust, and the regional patterns of climate and landforms associated with them.
	Describe patterns of vegetation and landforms in the United States and around the world.
	The student will give examples of physical systems and describe their role in shaping life on Earth.
	Describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.
	Describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.
Interconnections	<i>MN Standards: The student will give examples that demonstrate how people are connected to each other and the environment.</i>
	Identify factors that drew people to their local communities.
	Analyze how the physical environment influences human activities.
	<i>MN Standards: The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth’s surface.</i>
	Explain the patterns of population density on the surface of the Earth and analyze the causes of population change.
	Describe the patterns of languages on the surface of the Earth and identify patterns of change.
	Describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.
	Describe the locations of government systems on the surface of the Earth and identify patterns of change.
	Describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.

Content	Recommended Grade 7 Diocesan Outcomes
Interconnections	Describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.
	Identify current or historic conflicts and explain how those conflicts are/were influenced by geography.
	<i>MN Standards: The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</i>
	Analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.
	Provide examples at differing scales of how regions are important to people as symbols for unifying society.
	Describe how physical processes affect different regions of the world.
	Interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.
Essential Skills	<i>MN Standards: The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i>
	Demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
	Make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.
	Locate major political and physical features of the United States and the world.

### Economics

Content	Recommended Grade 7 Diocesan Outcomes
Producers and Consumers	<i>MN Standards: The student will understand the concept of interdependence in relation to producers and consumers.</i>
	Compare and contrast the roles of producers and consumers.
	Explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.
	Explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.
	Explain that a market exists when consumers buy and producers sell goods and services.
	Explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).
Economic Choices	<i>MN Standards: The student will understand basic principles of economic decision making.</i>
	Understand the concept of scarcity and its role in decision-making.
	Apply a decision-making process to make informed choices.
	Analyze how people respond predictably to positive and negative economic incentives.
The Market Economy (Micro Economics)	<i>MN Standards: The student will understand that in a market economy income is earned in different ways.</i>
	Identify multiple forms of income and their sources.

Content	Recommended Grade 7 Diocesan Outcomes
The Market Economy (Micro Economics)	<i>MN Standards: The student will understand business organizations, market structures, and financial institutions that operate within our economy.</i>
	Identify and compare and contrast various industries and the occupations related to them.
	Compare and contrast the concepts of competition and monopoly and predict consequences of each.
	Describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.
The National Economy (Macro Economics)	<i>MN Standards: The student will understand the economic activities of government.</i>
	Explain that the government pays for the goods and services it provides through taxing and borrowing.
	Explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.
	<i>MN Standards: The student will understand the concepts that measure the national economy.</i>
	Define and give examples of basic economic terms.
	Give examples of measurements that indicate the economic conditions of depression, recession, and expansion.

**Government and Citizenship**

Content	Recommended Grade 7 Diocesan Outcomes
Governmental Institutions and Processes of the United States	<i>MN Standards: The student will describe the relationships the U.S. has with other nations in the world.</i>
	Define foreign policy and identify ways in which U.S. foreign policy affects their lives.
	Describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.
	<i>MN Standards: The student will understand other government systems in the world.</i>
	Compare governmental structure and individual rights in the United States to those in other forms of government.

**SOCIAL STUDIES OUTCOMES**  
**Middle School Grades 6-8**

Recommended Grade 8  
Focus: American History, Revolutionary War-Today

**U.S. History**

Content	Recommended Grade 8 Diocesan Outcomes
Political Unrest and the American Revolution 1763-mid-1791	<i>MN Standard: The student will demonstrate an understanding of the causes and course of the American Revolution.</i>
	Understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.
	Understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.
	Analyze the roles of key individuals and political leaders in the American Revolution.
	Know and understand key factors and events contributing to the defeat of the British.
	<i>MN Standard: The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</i>
	Know and understand basic principles of the new government established by the Constitution of the United States.
	Know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.
Growth and Westward Expansion, 1801-1861	<i>MN Standard: The student will demonstrate knowledge of western expansion, conflict, and reform in America.</i>
	Examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.
	Analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.
Civil War and Reconstruction, 1850s-1870s	<i>MN Standard: The student will demonstrate knowledge of the causes of the Civil War.</i>
	Identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.
	Identify on a map the states that seceded from the Union, and those that remained in the Union.
	<i>MN Standard: The student will demonstrate knowledge of major events and people of the Civil War.</i>
	Know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.
	Analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.

Content	Recommended Grade 8 Diocesan Outcomes
Reshaping the Nation and the Emergence of Modern America, 1877-1916	<i>MN Standard: The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</i>
	Identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.
	Identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.
	Analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.
	Analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements.
World Wars and the Emergence of Modern America, 1900-1930s	<i>MN Standard: The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.</i>
	Know and understand the reasons for the Spanish-American War and its resulting impact.
	Know and understand the United States' actions in the Pacific, and resulting international reactions.
	Identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.
	<i>MN Standard: The student will understand World War I, its causes and effects.</i>
	Know and understand the reasons for the United States’ neutrality and delayed entry and involvement in World War I.
	Explain Wilson's 14 Points and United States’ isolationism.
A World at War, 1930’s-1945	<i>MN Standard: The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.</i>
	Examine causes and analyze the effects of the Great Depression and the impact of the New Deal.
	Analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.
	Recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.
	Evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”

Content	Recommended Grade 8 Diocesan Outcomes
Post WWII Era, 1945-1980	<i>MN Standard: The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.</i>
	Understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.
	Understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.
	Analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.
	Explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.
	Identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i> .
Contemporary America, 1980-present	<i>MN Standard: The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.</i>
	Identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.
	Analyze challenges of a post communist world, especially September 11, 2001 and its aftermath.

### Historical Skills

Content	Recommended Grade 8 Diocesan Outcomes
Concepts of Time	<i>MN Standards: The student will acquire skills of chronological thinking.</i> Develop a chronological sequence of persons, events and concepts in each historical era studied in these grades 4 through 8.
Historical Resources	<i>MN Standards: The student will begin to use historical resources.</i> Identify, describe, and extract information from various types of historical sources, both primary and secondary. Assess the credibility and determine appropriate use of different sorts of sources. Investigate the ways historians learn about the past if there are no written records.
Historical Inquiry	<i>MN Standards: The student will apply research skills by investigating a topic in U.S. history.</i> Define a research topic that can be studied using a variety of historical sources. Identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. Develop strategies to find, collect, and organize historical research. Analyze historical evidence and draw conclusions. Understand that primary sources document firsthand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events. Compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events. Understand the concepts of historical context and multiple causation.

Content	Recommended Grade 8 Diocesan Outcomes
	Create a timeline that illustrates the relationship of their topic to other historic events.
<b>Historical Inquiry/History Day Competition</b>	<i>MN Standards: The student will present and explain the findings of a research project.</i>
	Analyze how historians present their work in multiple formats.
	Select a presentation medium for their project and learn the skills necessary to communicate their ideas.
	Articulate a clear thesis statement that explains the historical relevance of their research topic.
	Learn how to cite sources and to document their research in the form of a bibliography.
	Learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in a new interpretive format.

**Geography**

Content	Recommended Grade 8 Diocesan Outcomes
Concepts of Location	<i>MN Standard: The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i>
	Locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.
	Identify and locate major countries events and cultural features that played an important role in the history of the United States.
	Locate the major source countries for immigration to the United States during the years 1877-1916.
	Describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.
Physical Features and Processes	<i>MN Standards: The student will use basic terminology describing basic physical and cultural features of continents studied.</i>
	Locate and describe major physical features and analyze how they influenced cultures/civilizations studied.
	Identify and locate geographic features associated with the development of the United States.
	Identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.
Interconnections	<i>MN Standards: The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.</i>
	Analyze how changes in technology and political attitudes promoted development in various regions of the United States.
	Analyze how changes in transportation affected settlement of the country.

**Economics**

Content	Recommended Grade 8 Diocesan Outcomes
The National Economy (Macro Economics)	<i>MN Standards: The student will understand the economic activities of government.</i>
	Explain that the government pays for the goods and services it provides through taxing and borrowing.
	Explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.
	<i>MN Standards: The student will understand the concepts that measure the national economy. Define and give examples of basic economic terms.</i>
	Give examples of measurements that indicate the economic conditions of depression, recession, and expansion.

**Government / Citizenship**

Content	Recommended Grade 8 Diocesan Outcomes
Civic Values, Skills, Rights and responsibilities	<i>MN Standards: The student will recognize the importance of individual action and character in shaping civic life.</i>
	Identify people who have dealt with challenges and made a positive difference in other people’s lives and explain their contributions.
	<i>MN Standards: The student will articulate the range of rights and responsibilities in a republic.</i>
	Explain protections the Bill of Rights provides to individuals.
	Explain some of the responsibilities of people living in a democracy.
	Explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution.
	Describe landmark U.S. Supreme Court decisions concerning rights and responsibilities.
	<i>MN Standards: The student will know how citizenship is established and exercised.</i>
	Explain the meaning of legally recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship.
	Distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.
Beliefs and Principles of United States Democracy	<i>MN Standards: The student will know the purpose, function and limits of our republic.</i>
	Explain why government is needed and what would happen if there were no government.
	Explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution.
	Define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy.
	Understand how governmental power is limited through federalism and a system of checks and balances.

Content	Recommended Grade 8 Diocesan Outcomes
Beliefs and Principles of United States Democracy	<i>MN Standards: The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.</i>
	Explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.
	Explain the ideals of the American system of government: liberty, justice, equality, “E Pluribus Unum.”
	MN Standards: The student will explain the importance of law in the American constitutional system.
	Explain how law limits both the government and the governed, protects individual rights and promotes the general welfare.
	Explain that authority for making laws rests with the people, through their elected officials.
	Distinguish and explain the relationships between making, enforcing and interpreting the law.
	Evaluate rules and laws using criteria of good laws.
	Distinguish between civil and criminal law, state and federal law.
Roots of the Republic	<i>MN Standards: The student will demonstrate knowledge of influential and foundational documents of American constitutional government.</i>
	Explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government.
	Explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government.
	Describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government.
	Describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government.
	Describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.
Governmental Institutions and Processes of the United States	<i>MN Standards: The student will know the functions of the United States government and ways in which power is delegated and controlled.</i>
	Describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships.
	Describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.
	Describe the process by which a bill becomes a law.