

Bethany Lutheran School Long Beach, California

History/Social Science Content Standards

The study of social studies provides us with many opportunities to lead children to discover God's plan for relationships in His world including relationships with other people as well as their relationship with the environment. Social studies includes geography, history, anthropology, sociology, economics and political science. Through each of these disciplines the Christian teacher is able to present the Law and the Gospel as they teach Christian values for the students to use in making decisions and life choices

There is a need for us to provide as many relevant learning activities as possible to expose our students to the ideas and cultural differences they will find in the world. With the use of up-to-date books, technological supports, newspapers, visual aids, maps, charts, and other resources students will become familiar with the past in order to better understand the many ideas and cultural differences in their present world

God gives teachers the great challenge and privilege to encourage in children a desire for cooperation and peace, an understanding of the necessary interdependence in relationships near and far, and willingness to base these relationships on Christ-centered kindness and concern. As teachers we will be enabled by God to equip our students to meet the challenges of living in the contemporary world—to be in the world but not of the world! (John 15:19).

KINDERGARTEN

History/Social Science Standards

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. ***Students will thank the Lord for the blessings we have in this country, recognizing that all good things come from God.***

K.1 Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:

1. examples of rules, such as sharing and taking turns, and the consequences of breaking them
2. examples of honesty, courage, determination, individual responsibility,

- and patriotism in American and world history, in stories and in folklore
3. the beliefs and related behavior of characters in stories from times past, and the consequences of their actions
 4. *listening to each other calmly, forgiving, and agreeing, because it is God's will that we live together in peace, forgiveness, and friendship.*
 5. *examples of Christian citizenship from the Bible.*

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty, *Christian flag and other Christian symbols.*

K.3 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, *church*, local community and historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front
2. distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
4. constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
5. demonstrating familiarity with the school & *church* layout, environs and the jobs people do there

K.5 Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times, in terms of:

1. the purposes of, and the people and events honored in commemorative holidays *and the church year* including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)
2. the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin
3. the different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)

GRADE 1
History/Social Science Standards
A CHILD'S PLACE IN TIME AND SPACE

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

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

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community
2. the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"
3. *listening to each other calmly, forgiving, and agreeing, because it is God's will that we live together in peace, forgiveness and friendship.*
4. *the application of Law (Ten Commandments) and Gospel*

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

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

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

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

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

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

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

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

1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:

1. the concept of exchange and the use of money to purchase goods and services
2. the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home
3. *Christian stewardship*

GRADE 2
History/Social Science Standards
PEOPLE WHO MAKE A DIFFERENCE

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

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

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

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

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

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

1. the difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers
2. the ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)
3. ***Listening to each other calmly, forgiving, and agreeing, because it is God's will that we live together in peace, forgiveness, and friendship.***

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

1. food production and consumption long ago and today including the role of

- farmers, processors, distributors, weather, and land and water resources
2. the role and interdependence of buyers (consumers) and sellers (producers) of goods and services
 3. how limits on resources require people to choose what to produce and what to consume
 4. *how to be wise stewards of the environment God has given us.*

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

GRADE 3
History/Social Science Standards
CONTINUITY AND CHANGE

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

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context by:

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

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

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

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

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
2. the economies established by settlers and their influence on the presentday economy, with emphasis on the importance of private property and entrepreneurship
3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)
4. ***the history and establishment of your local church/school community.***

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

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

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

1. how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present
2. how some things are made locally, some elsewhere in the U.S., and some abroad
3. how individual economic choices involve tradeoffs and the evaluation of benefits and costs
4. how pupils' "work" in school develops their personal human capital

GRADE 4
History/Social Science Standards
CALIFORNIA: A CHANGING STATE

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

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

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

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

1. the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources
2. the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo)
3. the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola)
4. the mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America
5. the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos

6. the role of the Franciscans in the change of California from a huntergatherer economy to an agricultural economy
7. the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America
8. the period Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy, *appropriate Christian missionary methods*

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

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

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

1. the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction
2. how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people
3. rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)
4. the effects of the Great Depression, the Dust Bowl and World War II on California
5. the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications

- and defense, and important trade links with the Pacific Basin
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs
 7. the history and development of California's public education system, including universities and community colleges
 8. the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

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

1. what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)
2. the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution)
3. the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state, and local governments
4. the structure and function of state governments, including the roles and responsibilities of their elected officials
5. the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)

GRADE 5
History/Social Science Standards

UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

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

5.1 Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River, in terms of:

1. how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained
2. the varied customs and folklore traditions
3. the varied economies and systems of government

5.2 Students trace the routes and describe the early explorations of the Americas, in terms of:

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

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

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

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

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

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

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

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

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

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

1. the shortcomings set forth by the Articles of Confederation's critics
2. the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights
3. the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty

4. how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, those reserved to the states
5. the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution
6. the songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner)

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

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

5.9 Students know the location of the current 50 states and the names of their capitals

GRADE 6
History/Social Science Standards
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

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

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

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

6.2 Students analyze the geographic, political, economic, religious, and social structures

of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

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

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

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

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

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

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

1. the location and description of the river system and physical setting that supported the rise of this civilization

2. the significance of the Aryan invasions
3. the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism
4. the social structure of the caste system
5. the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia
6. the growth of the Maurya empire and the political and moral achievements of the emperor Asoka
7. important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero)

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

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

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

1. the location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero
2. the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
3. the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes
4. the influence of Julius Caesar and Augustus in Rome's transition from republic to empire
5. the migration of Jews around the Mediterranean region and the effects of

- their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem
6. the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)
 7. the circumstances that led to the spread of Christianity in Europe and other Roman territories
 8. the legacies of Roman art and architecture, technology and science, literature, language, and law

GRADE 7
History/Social Science Standards
WORLD HISTORY AND GEOGRAPHY:
MEDIEVAL AND EARLY MODERN TIMES

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

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

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

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

1. the physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life
2. the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity
3. the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life
4. the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language

5. the growth of cities and the trade routes created among Asia, Africa and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society

6. the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature

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

1. the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan
2. agricultural, technological, and commercial developments during the Tang and Sung periods
3. the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods
4. the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty
5. the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder
6. the development of the imperial state and the scholar-official class

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

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

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

1. the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan
2. the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life

3. the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century
4. the development of distinctive forms of Japanese Buddhism
5. the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*
6. the rise of a military society in the late twelfth century and the role of the samurai

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

1. the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in ancient Europe and during the Roman Empire
2. the spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome
3. the development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns) and how feudal relationships provided the foundation of political order
4. the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV)
5. the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England)
6. the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world
7. mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population
8. the importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the concept of "natural law")
9. the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms

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

1. the locations, landforms and climates of Mexico, Central America and

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

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

1. the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)
2. the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas
3. the effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes
4. the growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing)
5. advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g. biographies of Dante, da Vinci, Michelangelo, Gutenberg, Shakespeare)

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

1. the causes for the internal turmoil and weakening of the Catholic church (e.g., tax policies, selling of indulgences)
2. the theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tyndale)
3. the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism
4. the location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World
5. how the Counter-Reformation revitalized the Catholic church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)
6. the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods, including their location on a world map

7. the "Golden Age" of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492)

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

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

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

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

GRADE 8
History/Social Science Standards
UNITED STATES HISTORY AND GEOGRAPHY:
GROWTH AND CONFLICT

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

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

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

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

1. the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact
2. the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence
3. the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause
4. the political philosophy underpinning the U.S. Constitution as specified in *The Federalist* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in

the writing and ratification of the Constitution

5. the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of the separation of church and state

6. the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights

7. the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights

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

1. the principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed

2. how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states

3. the advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit

4. the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt)

5. the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion)

6. the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)

7. the function and responsibilities of a free press

8. *our civic responsibility as Christian citizens*

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

1. its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents

2. the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address)

3. the rise of capitalism and the economic problems and conflicts that arose (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a

capitalist economic system of law)

4. the daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper)

8.5 Students analyze U.S. foreign policy in the early Republic, in terms of:

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

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

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

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

1. the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin
2. the origins and development of the institution of slavery; its effects on

- black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey)
3. the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War
 4. the lives and opportunities of free-blacks in the North as compared with free-blacks in the South

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

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

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

1. the leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass)
2. how early state constitutions abolished slavery
3. the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River
4. the slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850
5. the significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's

role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), *Dred Scott v. Sandford* (1857), and the Lincoln-Douglas debates (1858)

6. the lives of free blacks and the laws that curbed their freedom and economic opportunity

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

1. the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun

2. the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists

3. the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine

4. Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865)

5. the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee)

6. critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox

7. how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future warfare

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

1. the original aims of Reconstruction and the effects on the political and social structure of different regions

2. the push-pull factors in the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions (e.g. the experiences of Buffalo Soldiers)

3. the effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedman, including racial segregation and "Jim Crow" laws

4. the rise and effects of the Ku Klux Klan

5. the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction

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

Revolution, in terms of:

1. patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map
2. the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization
3. how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies
4. entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford)
5. the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement)
6. child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions
7. the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism
8. the characteristics and impact of Grangerism and Populism
9. the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)