

## DOL: Social Studies K-8

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### **Kindergarten HISTORY**

#### **DOL.K.H.01 Living and Working Together: Use historical thinking to understand the past.**

- DOL.K.H.01.01 Distinguish among yesterday, today, tomorrow.
- DOL.K.H.01.02 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- DOL.K.H.01.03 Identify the beginning, middle, and end of historical narratives or stories.
- DOL.K.H.01.04 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

### **GEOGRAPHY**

#### **DOL.K.G.01 The World in Spatial Terms**

##### **Use geographic representations to acquire, process and report information from a spatial perspective.**

- DOL.K.G.01.01 Recognize that maps and globes represent places.
- DOL.K.G.01.02 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

#### **DOL.K.G.02 Places and Regions**

##### **Understand how regions are created from common physical and human characteristics.**

- DOL.K.G.02.01 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

#### **DOL.K.G.03 Environment and Society**

##### **Understand the effects of human-environment interactions.**

- DOL.K.G.03.01 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

### **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

#### **DOL.K.PD.01 Identifying and Analyzing Public Issues**

##### **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.**

- DOL.K.PD.01.01 Identify classroom issues.
- DOL.K.PD.01.02 Use simple graphs to explain information about a classroom issue.
- DOL.K.PD.01.03 Compare their viewpoint about a classroom issue with the viewpoint of another person.

#### **DOL.K.PD.02 Persuasive Communication about a Public Issue**

##### **Communicate a reasoned position on a Public Issue**

- DOL.K-PD.02.01 Express a position on a classroom issue.

#### **DOL.K.PD.03 Citizen Involvement**

##### **Act constructively to further the public good**

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- DOL.K.PD.03.01 Develop and implement an action plan to address or inform others about a public issue.
- DOL.K.PD.03.02 Participate in projects to help or inform others.

### ECONOMICS

#### **DOL.K.E.01 Market Economy**

**Use fundamental principles and concepts of economics to understand economic activity in a market economy.**

- DOL.K.E.01.01 Describe economic wants they have experienced.
- DOL.K.E.01.02 Distinguish between goods and services
- DOL.K.E.01.03 Recognize situations in which people trade.

### CIVICS & GOVERNMENT

#### **DOL.K.CG.01 Values and Principles of American Democracy**

**Understand values and principles of American constitutional democracy.**

- DOL.K.CG.01.01 Identify our country's flag as an important symbol of the United States.
- DOL.K.CG.01.02 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- DOL.K.CG.01.03 Describe fair ways for groups to make decisions.

#### **DOL.K.CG.02 Role of the Citizen in American Democracy**

**Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.**

- DOL.K.CG.02.01 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

### **Grade 1 HISTORY**

#### **DOL.1.H.01 Living and Working Together in Families and Schools**

**Use historical thinking to understand the past.**

- DOL.1.H.01.01 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- DOL.1.H.01.02 Use a calendar to distinguish among days, weeks & months
- DOL.1.H.01.03 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- DOL.1.H.01.04 Retell in sequence important ideas and details from stories about families or schools.
- DOL.1.H.01.05 Use historical sources to draw possible conclusions about family or school life in the past.

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- DOL.1.H.01.06 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- DOL.1.H.01.07 Identify the events or people celebrated during United States national holidays and why we celebrate them.

### GEOGRAPHY

#### **DOL.1.G.01 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.**

- DOL.1.G.01.01 Construct simple maps of the classroom to demonstrate aerial perspective.
- DOL.1.G.01.02 Describe places using absolute location (e.g. home address) or relative location (e.g. left, right front back, next to, near).
- DOL.1.G.01.03 Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.

#### **DOL.1.G.02 Places and Regions**

##### **Understand how regions are created from common physical and human characteristics.**

- DOL.1.G.02.01 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- DOL.1.G.02.02 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

#### **DOL.1.G.03 Human Systems**

##### **Understand how human activities help shape the Earth's surface.**

- DOL.1.G.03.01 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

#### **DOL.1.G.04 Environment and Society**

##### **Understand the effects of human-environment interactions.**

- DOL.1.G.04.01 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- DOL.1.G.04.02 Describe ways in which the physical environment in a place or region (e.g. weather, terrain, etc.) affects people's lives.

### PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT

#### **DOL.1.PD.01 Identifying and Analyzing Public Issues**

##### **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.**

- DOL.1.PD.01.01 Identify public issues in the school community.
- DOL.1.PD.01.02 Use graphic data to analyze information about a public issue in the school community.
- DOL.1.PD.01.03 Identify alternative resolutions to a public issue in the school community.

#### **DOL.1.PD.02 Persuasive Communication About a Public Issue**

##### **Communicate a reasoned position on a public issue.**

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- DOL.1.PD.02.01 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

### **DOL.1.PD.03 Citizen Involvement**

**Act constructively to further the public good.**

- DOL.1.PD.03.01 Develop and implement an action plan to address or inform others about a public issue.
- DOL.1.PD.03.02 Participate in projects to help or inform others.

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## **ECONOMICS**

### **DOL.1.E.01 Market Economy**

**Use fundamental principles and concepts of economics to understand economic activity in a market economy.**

- DOL.1.E.01.01 Distinguish between producers and consumers of goods and services.
- DOL.1.E.01.02 Describe ways in which families consume goods and services.
- DOL.1.E.01.03 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- DOL.1.E.01.04 Describe reasons why people voluntarily trade.
- DOL.1.E.01.05 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- DOL.1.E.01.06 Describe how money simplifies trade.

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## **CIVICS & GOVERNMENT**

### **DOL.1.CG.01 Purposes of Government**

**Explain why people create governments.**

- DOL.1.CG.01.01 Identify reasons for rules in school (e.g., provide order, predictability, and safety).
- DOL.1.CG.01.02 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- DOL.1.CG.01.03 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

### **DOL.1.CG.02 Values and Principles of American Democracy**

**Understand values and principles of American constitutional democracy.**

- DOL.1.CG.02.01 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- DOL.1.CG.02.02 Identify and explain how important symbols of the United States of America represent core democratic values.

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### **DOL.1.CG.03 Roles of the Citizen in American Democracy**

**Explain important rights and how, when, and where**

**American citizens demonstrate their responsibilities by participating in government.**

- DOL.1.CG.03.01 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- DOL.1.CG.03.02 Describe situations in which people act as good citizens and explain how those actions demonstrate core democratic values.

## **Grade 2 HISTORY**

### **DOL.2.H.01 Living and Working Together in Communities**

**Use historical thinking to understand the past.**

- DOL.2.H.01.01 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- DOL.2.H.01.02 Explain why descriptions of the same event in the local community can be different.
- DOL.2.H.01.03 Use an example to describe the role of the individual in creating history.
- DOL.2.H.01.04 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- DOL.2.H.01.05 Identify a problem in a community's past and describe how it was resolved.
- DOL.2.H.01.06 Construct a historical narrative about the history of the local community from a variety of sources

## **GEOGRAPHY**

**DOL.2.G.01 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.**

- DOL.2.G.01.01 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- DOL.2.G.01.02 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
- DOL.2.G.01.03 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

**DOL.2.G.02 Places and Regions Understand how regions are created from common physical and human characteristics.**

- DOL.2.G.02.01 Compare the physical and human characteristics of the local community with those of another community.
- DOL.2.G.02.02 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

**DOL.2.G.03 Human Systems**

**Understand how human activities help shape the Earth's surface.**

- DOL.2.G.03.01 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- DOL.2.G.03.02 Describe the means people create for moving people, goods, and ideas within the local community.
- DOL.2.G.03.03 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

**DOL.2.G.04 Environment and Society Understand the effects of human-environment interactions.**

- DOL.2.G.04.01 Suggest ways people can responsibly interact with the environment in the local community.
- DOL.2.G.04.02 Describe positive and negative consequences of changing the physical environment of the local community.

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**PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

**DOL.2.PD.01 Identifying and Analyzing Public Issues**

**Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.**

- DOL.2.PD.01.01 Identify public issues in the local community that influence the daily lives of its citizens.
- DOL.2.PD.01.02 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- DOL.2.PD.01.03 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

**DOL.2.PD.02 Persuasive Communication About a Public Issue**

**Communicate a reasoned position on a public issue.**

- DOL.2.PD.02.01 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

**DOL.2.PD.03 Citizen Involvement**

**Act constructively to further the public good**

- DOL.2.PD.03.01 Develop and implement an action plan to address or inform others about a public issue.
- DOL.2.PD.03.02 Participate in projects to help or inform others.

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**ECONOMICS**

**DOL.2.E.01 Market Economy**

**Use fundamental principles and concepts of economics to understand economic activity in a market economy.**

- DOL.2.E.01.01 Identify the opportunity cost involved in a consumer decision.



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- DOL.2.E.01.02 Identify businesses in the local community and describe how these businesses in the community meet economic wants of consumers.
- DOL.2.E.01.03 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- DOL.2.E.01.04 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- DOL.2.E.01.05 Identify the benefits and costs of making various personal decisions.

## CIVICS & GOVERNMENT

### **DOL.2.CG.01**

#### **Purposes of Government**

##### **Explain why people create governments.**

- DOL.2.CG.01.01 Explain why people form governments.
- DOL.2.CG.01.02 Distinguish between government action and private action.

### **DOL.2.CG.02**

#### **Values and Principles of American Democracy**

##### **Understand values and principles of American constitutional democracy.**

- DOL.2.CG.02.01 Explain how local governments balance individual rights with the common good to solve local community problems.
- DOL.2.CG.02.02 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

### **DOL.2.CG.03**

#### **Structure and Functions of Government**

##### **Describe the structure of government in the United States and how it functions to serve citizens.**

- DOL.2.CG.03.01 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- DOL.2.CG.03.02 Use examples to describe how local government affects the lives of its citizens.
- DOL.2.CG.03.03 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

### **DOL.2.CG.04**

#### **Roles of the Citizen in American Democracy**

##### **Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.**

- DOL.2.CG.04.01 Identify ways citizens participate in community decisions.
  - DOL.2.CG.04.02 Distinguish between personal and civic responsibilities and explain why they are important in community life.
  - DOL.2.CG.04.03 Design and participate in community improvement projects that help or inform others. (See P4.2.2)
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### Grade 3 HISTORY

#### **DOL.3.H.01 History of Michigan (Through Statehood)**

##### **Use historical thinking to understand the past.**

- DOL.3.H.01.01 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- DOL.3.H.01.02 Explain how historians use primary and secondary sources to answer questions about the past.
- DOL.3.H.01.03 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood, et. cetera).
- DOL.3.H.01.04 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibwa (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- DOL.3.H.01.05 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- DOL.3.H.01.06 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- DOL.3.H.01.07 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- DOL.3.H.01.08 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- DOL.3.H.01.09 Describe how Michigan attained statehood.
- DOL.3.H.01.10 Create a timeline to sequence and describe major eras and events in Michigan history.

### GEOGRAPHY

#### **DOL.3.G.01 The World in Spatial Terms**

##### **Use geographic representations to acquire, process, and report information from a spatial perspective.**

- DOL.3.G.01.01 Use cardinal directions (north, south, east, west) scale, and key or legend to describe the relative location of significant places in the immediate environment.
- DOL.3.G.01.02 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- DOL.3.G.01.03 Use maps and cardinal directions to describe Michigan's location in the United States and in North America.

#### **DOL.3.G.02 Places and Regions**

##### **Understand how regions are created from common physical and human characteristics.**



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- DOL.3.G.02.01 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- DOL.3.G.02.02 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

### **DOL.3.G.03 Human Systems**

#### **Understand how human activities help shape the Earth's surface.**

- DOL.3.G.03.01 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development and explain the factors influencing the location of these economic activities.
- DOL.3.G.03.02 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
- DOL.3.G.03.03 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
- DOL.3.G.03.04 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

### **DOL.3.G.04 Environment and Society**

#### **Understand the effects of human-environment interactions.**

- DOL.3.G.04.01 Locate natural resources in Michigan and explain the consequences of their use.
- DOL.3.G.04.02 Describe how people adapt to, use, and modify the physical environment of Michigan.

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## **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

### **DOL.3.PD.01 Identifying and Analyzing Issues**

#### **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.**

- DOL.3.PD.01.01 Identify public issues in Michigan that influence the daily lives of its citizens.
- DOL.3.PD.01.02 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- DOL.3.PD.01.03 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

### **DOL.3.PD.02 Persuasive Communication About a Public Issue**

#### **Communicate a reasoned position on a public issue.**

- DOL.3.PD.02.01 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

### **DOL.3.PD.03 Citizen Involvement**

#### **Act constructively to further the public good.**

- DOL.3.PD.03.01 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- DOL.3.PD.03.02 Participate in projects to help or inform others.

## ECONOMICS

### **DOL.3.E.01 Market Economy**

**Use fundamental principles and concepts of economics to understand economic activity in a market economy.**

- DOL.3.E.01.01 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- DOL.3.E.01.02 Identify incentives (e.g., sales, coupons) that influence economic decisions people make in Michigan.
- DOL.3.E.01.03 Analyze how Michigan's location and natural resources influenced its economic development.
- DOL.3.E.01.04 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- DOL.3.E.01.05 Explain the role of business development in Michigan's economic future.

### **DOL.3.E.02 National Economy**

**Use fundamental principles and concepts of economics to understand economic activity in the United States.**

- DOL.3.E.02.01 Using a Michigan example, explain how specialization leads to increased interdependence.

### **DOL.3.E.03 International Economy**

**Use fundamental principles and concepts of economics to understand economic activity in the global economy.**

- DOL.3.E.03.01 Identify products produced in other countries and consumed by people in Michigan.

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## CIVICS & GOVERNMENT

### **DOL.3.CG.01 Purposes of Government**

**Explain why people create governments.**

- DOL.3.CG.01.01 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

### **DOL.3.CG.02 Values and Principles of American Government**

**Understand values and principles of American constitutional democracy.**

- DOL.3.CG.02.01 Describe how Michigan state government reflects the principle of representative government.

### **DOL.3.CG.03 Structure and Functions of Government**

**Describe the structure of government in the United States and how it functions to serve citizens.**

- DOL.3.CG.03.01 Distinguish between the roles of state and local government.
- DOL.3.CG.03.02 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
- DOL.3.CG.03.03 Identify the three branches of state government in Michigan and the powers of each.
- DOL.3.CG.03.04 Explain how state courts function to resolve conflict.
- DOL.3.CG.03.05 Describe the purpose of the Michigan Constitution.

**DOL.3.CG.04 Roles of the Citizen in American Democracy**

**Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.**

- DOL.3.CG.04.01 Identify rights and responsibilities of citizenship.

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**Grade 4  
HISTORY**

**DOL.4.H.01 History of Michigan (Beyond Statehood)**

**Use historical thinking to understand the past.**

- DOL.4.H.01.01 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
- DOL.4.H.01.02 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- DOL.4.H.01.03 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.
- DOL.4.H.01.04 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
- DOL.4.H.01.05 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.
- DOL.4.H.01.06 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.
- DOL.4.H.01.07 Define the institution of slavery and the role it played in the history of America.
- DOL.4.H.01.08 Use primary and secondary sources to learn about the Underground Railroad main routes and stops in Michigan.
- DOL.4.H.01.09 Describe the role of African Americans in the Civil War.
- DOL.4.H.01.10 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

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**GEOGRAPHY**

**DOL.4.G.01 The World in Spatial Terms**

**Use geographic representations to acquire, process, and report information from a spatial perspective.**

- DOL.4.G.01.01 Identify questions geographers ask in examining the United States.
- DOL.4.G.01.02 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

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- DOL.4.G.01.03 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- DOL.4.G.01.04 Use maps to describe elevation, climate, and patterns of population density in the United States.
- DOL.4.G.01.05 Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map.

### **DOL.4.G.02 Places and Regions**

**Understand how regions are created from common physical and human characteristics.**

- DOL.4.G.02.01 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- DOL.4.G.02.02 Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.

### **DOL.4.G.03 Human Systems**

**Understand how human activities help shape the Earth's surface.**

- DOL.4.G.03.01 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
- DOL.4.G.03.02 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).
- DOL.4.G.03.03 Describe some of the movements of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons for the movements.

### **DOL.4.G.04 Environment and Society**

**Understand the effects of human-environment interactions.**

- DOL.4.G.04.01 Assess the causes and consequences, both positive and negative, of human activities in different parts of the country.

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## **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

### **DOL.4.PD.01 Identifying and Analyzing Public Issues**

**Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.**

- DOL.4.PD.01.01 Identify public issues in the United States that influence the daily lives of its citizens.
- DOL.4.PD.01.02 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- DOL.4.PD.01.03 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

### **DOL.4.PD.02 Persuasive Communication about a Public Issue**

**Communicate a reasoned position on a public issue.**

- DOL.4.PD.02.01 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

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### **DOL.4.PD.03 Citizen Involvement**

**Act constructively to further the public good.**

- DOL.4.PD.03.01 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- DOL.4.PD.03.02 Participate in projects to help or inform others.

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## **CHRONOLOGICAL HISTORY**

**DOL.4.CH.01 Historical influence of the First people of America by region (desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Eastern Woodland people).**

- DOL.4.CH.01.01 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Eastern Woodland peoples.
- DOL.4.CH.01.02 Compare how American Indians adapted to or modified the environment.
- DOL.4.CH.01.03 Describe American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

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## **ECONOMICS**

### **DOL.4.E.01 Market Economy**

**Use fundamental principles and concepts of economics to understand economic activity in a market economy.**

- DOL.4.E.01.01 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? Who gets what is produced?)
- DOL.4.E.01.02 Describe some characteristics of a market economy.
- DOL.4.E.01.03 Describe how positive and negative incentives influence behavior in a market economy.
- DOL.4.E.01.04 Explain how price affects decisions about purchasing goods and services (substitute goods).
- DOL.4.E.01.05 Explain how specialization and division of labor increase productivity (e.g., assembly line).
- DOL.4.E.01.05 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
- DOL.4.E.01.06 Describe the exchange of goods and services and the role of money (circular flow model).
- DOL.4.E.01.07 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.

### **DOL.4.E.02 National Economy**

**Use fundamental principles and concepts of economics to understand economic activity in the United States.**

- DOL.4.E.02.01 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

**DOL.4.E.03 International Economy**

**Use fundamental principles and concepts of economics to understand economic activity in the global economy.**

- DOL.4.E.03.01 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of consumer goods, opening new markets, quality controls).

**CIVICS & GOVERNMENT**

**DOL.4.CG.01 Purposes of Government**

**Explain why people create governments.**

- DOL.4.CG.01.01 Describe the purposes of government as identified in the Preamble of the Constitution.

**DOL.4.CG.02 Values and Principles of American Democracy**

**Understand values and principles of American constitutional democracy.**

- DOL.4.CG.02.01 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- DOL.4.CG.02.02 Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core Democratic Values, are involved in everyday situations.

**DOL.4.CG.03 Structure and Functions of Government**

**Describe the structure of government in the United States and how it functions to serve citizens.**

- DOL.4.CG.03.01 Give examples of ways the Constitution limits the powers of the federal government.
- DOL.4.CG.03.02 Give examples of powers granted to the federal government and those reserved for the states.
- DOL.4.CG.03.03 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- DOL.4.CG.03.04 Describe how the powers of the federal government are separated among the branches.
- DOL.4.CG.03.05 Give examples of how the system of checks and balances limits the power of the federal government.
- DOL.4.CG.03.06 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- DOL.4.CG.03.07 Explain how the federal government uses taxing and spending to serve the purposes of government.

**DOL.4.CG.04 Roles of the Citizen in American Democracy**

**Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.**

- DOL.4.CG.04.01 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).



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- DOL.4.CG.04.02 Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.
  - DOL.4.CG.04.03 Describe ways citizens can work together to promote values and principles of American democracy.
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### Grade 5 HISTORY

#### **DOL.5.H.01 Temporal Thinking**

**Use historical conceptual devices to organize and study the past.**

- DOL.5.H.01.01 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

#### **DOL.5.H.02 Historical Inquiry and Analysis**

**Use historical inquiry and analysis to study the past.**

- DOL.5.H.02.01 Explain how historians use a variety of sources to explore the past.
  - DOL.5.H.02.02 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:
    - \*who was involved
    - \*what happened
    - \*where it happened
    - \*what events led to the development
    - \*and what consequences or outcomes followed.
  - DOL.5.H.02.03 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
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### GEOGRAPHY

#### **DOL.5.G.01 Spatial Thinking**

**Use maps to acquire and process information from a spatial perspective.**

- DOL.5.G.01.01 Describe how maps are used represent the natural and human phenomena of places in the area of study.
- DOL.5.G.01.02 Locate the major land forms, rivers, and climate regions of the United States.
- DOL.5.G.01.03 Use maps to describe elevation, climate, and patterns of population density in the United States.

#### **DOL.5.G.02 Human Characteristics of Place**

- DOL.5.G.02.01 Describe the human characteristics of the region under study including:
  - \*languages
  - \*religion
  - \*economic system
  - \*governmental system
  - \*cultural traditions

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- DOL.5.G.02.02 Analyze how culture and experience influence people's perception of places and regions.

### **DOL.5.G.03 Patterns of Human Settlement**

**Describe patterns, processes and functions of human settlement.**

- DOL.5.G.03.01 Describe patterns of settlement by using historical and modern maps.

### **DOL.5.G.04 Forces of Cooperation and Conflict**

**Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.**

- DOL.5.G.04.01 Identify factors that contribute to conflict and cooperation between and among cultures.

### **DOL.5.G.05 Human Systems: Understand how human activities help shape the Earth's surface.**

- DOL.5.G.05.01 Describe the impact of immigration on the cultural development of different places or regions in North America.
- DOL.5.G.05.02 Describe some of the movements of resources, goods, people, jobs and information to, from, or within North America and explain the reasons for the movements.

### **DOL.5.G.06 Environment and Society**

**Understand the effects of human-environment interactions.**

- DOL.5.G.06.01 Assess the causes and consequences, both positive and negative, of human activities in different parts of North America.

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## **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

### **DOL.5.PD.01 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- DOL.5.PD.01.01 Clearly state a social justice issue and explore it from various perspectives.
  - \*discussions and debates
  - \*persuasive/argumentative essays
  - \*connections to public policy
  - \*research and data
  - \*causes and consequences

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## **CHRONOLOGICAL HISTORY**

### **DOL.5.CH.01 Age of Exploration**

**Identify the causes and consequences of European exploration and colonization.**

- DOL.5.CH.01.01 Explain the reasons for, challenges to, and successes of European exploration.
  - DOL.5.CH.01.02 Explain how explorers led the Age of Exploration.
- DOL.5.CH.01.03 Examine how Christopher Columbus believed he could reach Asia and how his voyages impacted trade and cultural connections between the New and Old World.

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- DOL.5.CH.01.04 Analyze the Colombian Exchange.
- DOL.5.CH.01.05 Examine the claims made in North America and their lasting impact on the environment of the native peoples.

### **DOL.5.CH.02 Colonization, Settlement and Developing Conflict**

- DOL.5.CH.02.01 Identify early settlements in the New England, Middle, and Southern Colonies, comparing and contrasting reasons for settlement, patterns of settlement, impact on geography, use of natural resources, and economic development.
- DOL.5.CH.02.02 Examine the role of government and how experiences with self-government led to clashes with Great Britain over authority and rule in colonial society.
- DOL.5.CH.02.03 Examine the economic and social effects of the Triangular Trade route
- DOL.5.CH.02.04 Investigate the land claims in North America in the mid-1700s as a factor in rising tensions between the French and British.
- DOL.5.CH.02.05 Compare the British and colonial objectives in the French and Indian War and how they led to conflict.
- DOL.5.CH.02.06 Determine how the outcome of the war affected North America.
- DOL.5.CH.02.07 Examine the role the Proclamation of 1763 had on growing tensions between the English colonists and the mother country.

### **DOL.5.CH.03 Revolutionary War Era**

- DOL.5.CH.03.01 Examine causes of the Revolution starting with tensions pre-Proclamation of 1763 and spanning through The Shot Heard 'Round the World.
- DOL.5.CH.03.02 Identify key players and groups in the road to revolution.
- DOL.5.CH.03.03 Investigate the role of the Declaration of Independence in expressing the colonist's grievances against the king and reasons for separating from Great Britain.
- DOL.5.CH.03.04 Identify the role religion played in the founding of our nation and the Declaration of Independence.
- DOL.5.CH.03.05 Compare the strengths and weaknesses of the British army and the Continental Army.
- DOL.5.CH.03.06 Identify, locate, and explain basics of major battles of the war beginning with Lexington and the Shot Heard 'Round the World through Yorktown.
- DOL.5.CH.03.07 Explain the terms of the Treaty of Paris.

### **DOL.5.CH.04 A New Nation**

- DOL.5.CH.04.01 Explain the reasons for the adoption of and subsequent failure of the Articles of Confederation.
- DOL.5.CH.04.02 Using important documents to study the role of government in the new nation.
- DOL.5.CH.04.03 Describe the major issues debated at the Constitutional Convention.
- DOL.5.CH.04.04 Explain the role and importance of the Bill of Rights in the new nation.

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- DOL.5.CH.04.05 Discuss the emergence of political parties and their influence on the American political landscape.
- DOL.5.CH.04.06 Explain how growing problems with France and Great Britain divided the nation.

### **DOL.5.CH.05 Manifest Destiny**

- DOL.5.CH.05.01 Illustrate how the U.S. doubled in size with the Louisiana Purchase.
- DOL.5.CH.05.02 Examine the challenges, campaigns, and outcome of the War of 1812.
- DOL.5.CH.05.03 Describe the industrial development of the U.S. and explain the rapid growth of cities in the early 1800s and their effects on the American way of life.
- DOL.5.CH.05.04 Discuss westward movement and improvements in transportation in the early 1800s.
- DOL.5.CH.05.05 Identify the claims on Oregon Country and how traders, trappers, and missionaries paved the way for western expansion.
- DOL.5.CH.05.06 Explain the settlement of Texas and the fight for Texas's independence.
- DOL.5.CH.05.07 Consider how the Mexican American War began and its outcome.
- DOL.5.CH.05.08 Discuss how Oregon Fever and the California Gold Rush ignited westward settlement.
- DOL.5.CH.05.09 Examine how Manifest Destiny affected Native Americans, the institution of slavery, and relations between the North and the South.

### **DOL.5.CH.06 Sectionalism and Road to Civil War**

- DOL.5.CH.06.01 Compare and contrast the economic, political, and cultural differences between the North and South.
- DOL.5.CH.06.02 Analyze the development of the institution of slavery.
- DOL.5.CH.06.03 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
- DOL.5.CH.06.04 Discuss sectionalism and states' rights as a basis for division in American society.
- DOL.5.CH.06.05 Analyze the role of policy that led to increased tension between sections of the country.

### **DOL.5.CH.07 Civil War**

- DOL.5.CH.07.01 Explain the political, economic, and social reasons for the southern state's secession.
- DOL.5.CH.07.02 Explain the advantages and disadvantages of the North and South in the Civil War.
- DOL.5.CH.07.03 Examine President Lincoln's leadership during the Civil War.
- DOL.5.CH.07.04 Describe the role of women and African-Americans in the war.
- DOL.5.CH.07.05 Explain how the war affected all Americans and their environment.

## ECONOMICS

### **DOL.5.E.01 Economics in the Age of Exploration**

- DOL.5.E.01.01 Describe the exchange of goods and services in respect to trade between the cultures around the world.

### **DOL.5.E.02 Economics in Colonization**

- DOL.5.E.02.01 Examine the economic and social effects of colonial trade.

### **DOL.5.E.03 Economics in Revolutionary War Era**

- DOL.5.E.03.01 Examine the dissension caused by the taxation of the colonies.

### **DOL.5.E.04 Economics in the New Nation**

- DOL.5.E.04.01 Analyze how the lack of a strong central government disrupted trade within the states.
- DOL.5.E.04.02 Examine the role economics, particularly trade, played in the continued hostilities between the U.S. and foreign nations.

### **DOL.5.E.05 Economics and the Manifest Destiny**

- DOL.5.E.05.01 Determine the impact of land acquisition on the U.S. economy.

### **DOL.5.E.06 Economics and the Civil War**

- DOL.5.E.06.01 Compare and contrast the economic differences between the North and the South.

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## CIVICS & GOVERNMENT

### **DOL.5.CG.01 Purposes of Government**

#### **Explain why people create governments.**

- DOL.5.CG.01.01 Describe the purposes of government as identified in the Preamble of the Constitution.

### **DOL.5.CG.02 Values and Principles of American Democracy**

#### **Understand values and principles of American constitutional democracy.**

- DOL.5.CG.02.01 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- DOL.5.CG.02.02 Describe how rights guaranteed by the Constitution and the Bill of Rights and Core Democratic Values are involved in everyday situations.

### **DOL.5.CG.03 Structure and Functions of Government**

#### **Describe the structure of government in the United States and how it functions to serve citizens.**

- DOL.5.CG.03.01 Give examples of ways the Constitution limits the powers of the federal government.
- Show details
- DOL.5.CG.03.02 Give examples of powers granted to the federal government and those reserved for the states.
- DOL.5.CG.03.03 Describe how the powers of the federal government are separated among the branches.

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- DOL.5.CG.03.04 Give examples of how the system of checks and balances limits the power of the federal government.
  - Show details
  - DOL.5.CG.03.05 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
  - DOL.5.CG.03.06 Explain how the federal government uses taxing and spending to serve the purposes of government.
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### **Grade 6** **HISTORY**

#### **DOL.6.H.02**

##### **Temporal Thinking**

##### **Use historical conceptual devices to organize and study the past.**

- DOL.6.H.02.01 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- DOL.6.H.02.02 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

#### **DOL.6.H.03 Historical Inquiry and Analysis**

##### **Use historical inquiry and analysis to study the past.**

- DOL.6.H.03.01 Explain how historians use a variety of sources to explore the past.
- DOL.6.H.03.02 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:
  - \*who was involved
  - \*what happened
  - \*where it happened
  - \*what events led to the development
  - \*and what consequences or outcomes followed.
- DOL.6.H.03.03 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- DOL.6.H.03.04 Compare and evaluate competing historical perspectives about the past based on proof.
- DOL.6.H.03.05 Identify the role of the individual in history and the significance of one person's ideas.

#### **DOL.6.H.04 Historical Understanding**

##### **Use historical concepts, patterns, and themes to study the past.**

- DOL.6.H.04.01 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
  - DOL.6.H.03.02 Describe and use themes of history to study patterns of change and continuity.
  - DOL.6.H.03.03 Use historical perspective to analyze global issues faced by humans long ago and today.
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## GEOGRAPHY

### **DOL.6.G.02 Spatial Thinking**

**Use maps and other geographic tools to acquire and process information from a spatial perspective.**

- DOL.6.G.02.01 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- DOL.6.G.02.02 Draw a sketch map from memory of the Western and Eastern Hemispheres showing the major regions.

### **DOL.6.G.03 Geographical Inquiry and Analysis**

- DOL.6.G.03.01 Locate the major land forms, rivers and climate regions of the Western and Eastern Hemispheres.
- DOL.6.G.03.02 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- DOL.6.G.03.03 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- DOL.6.G.03.04 Use observations from air photos, photographs, and videos as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- DOL.6.G.03.05 Use information from modern technology to analyze spatial patterns of the Western and Eastern Hemispheres to answer geographic questions.
- DOL.6.G.03.06 Apply the skills of geographic inquiry to analyze a problem or issue of importance to a region of the Western and Eastern Hemispheres.

### **DOL.6.G.04 Geographical Understanding**

**Use geographic themes, knowledge about processes, and concepts to study the Earth.**

- DOL.6.G.04.01 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- DOL.6.G.04.02 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- DOL.6.G.04.03 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

### **DOL.6.G.06 Physical Characteristics of Place**

**Describe the physical characteristics of places.**

- DOL.6.G.06.01 Describe the land form features and climate of the regions under study in the Western or Eastern Hemispheres.
- DOL.6.G.06.02 Account for topographic and human spatial patterns (where people live) associated with tectonic plates in the Western and Eastern Hemispheres by using information from Geographic Information Systems, remote sensing, and the World Wide Web.

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- DOL.6.G.06.03 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns.

### **DOL.6.G.07 Human Characteristics of Place**

#### **Describe the human characteristics of places.**

- DOL.6.G.07.01 Describe the human characteristics of the region under study including:
  - \*languages
  - \*religion
  - \*economic system
  - \*governmental system
  - \*cultural traditions
- DOL.6.G.07.02 Explain how communities are affected positively or negatively by changes in technology.
- DOL.6.G.07.03 Analyze how culture and experience influence people's perception of places and regions.

### **DOL.6.G.09.Cultural Mosaic**

#### **Describe the characteristics, distribution and complexity of Earth's cultural mosaic.**

- DOL.6.G.09.01 Identify and explain examples of cultural diffusion within the ancient civilizations.

### **DOL.6.G.10**

#### **Technology Patterns and Networks**

#### **Describe how technology creates patterns and networks that connect people, products, and ideas.**

- DOL.6.G.10.01 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world.

### **DOL.6.G.11**

#### **Patterns of Human Settlement**

#### **Describe patterns, processes, and functions of human settlement.**

- DOL.6.G.11.01 Identify places in the Western and Eastern Hemispheres that have been modified to be suitable for settlement by describing the modifications that were necessary.
- DOL.6.G.11.02 Describe patterns of settlement by using historical and modern maps.

### **DOL.6.G.12 Forces of Cooperation and Conflict**

#### **Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.**

- DOL.6.G.12.01 Identify factors that contribute to conflict and cooperation between and among cultural groups.

**PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

**DOL.6.PD.01 Identifying and Analyzing Issues, Decision Making,  
Persuasive Communication About a Public Issue, and Citizen Involvement**

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**CHRONOLOGICAL HISTORY**

**DOL.6.CH.01**

**The Beginnings of Human Society**

**Beginnings to 4000 B.C.E./B.C.**

- DOL.6.CH.01.01 Explain the basic features and differences between hunter-gatherer societies and pastoral nomads.
- DOL.6.CH.01.02 Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

**DOL.6.CH.02 Peopling of the Earth**

**Describe the spread of people in the Western Hemisphere in Era 1.**

- DOL.6.CH.02.01 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia
- DOL.6.CH.02.02 Examine the lives of hunting and gathering people during the earliest eras of human society.
- DOL.6.CH.02.03 Describe the early migrations of people among Earth's continents including the Beringa Land Bridge.

**DOL.6.CH.03 Agricultural Revolution**

**Describe the Agricultural Revolution and explain why it is a turning point in history.**

- DOL.6.CH.03.01 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).
- DOL.6.CH.03.02 Describe the importance of the natural environment in the development of agricultural settlements in different locations.
- DOL.6.CH.03.03 Explain the impact of the Agricultural Revolution.
- DOL.6.CH.03.04 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

**DOL.6.CH.04 Early Civilizations and Early Pastoral Societies**

**Describe the characteristics of early Western and Eastern Hemisphere civilizations and pastoral societies.**

- DOL.6.CH.04.01 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- DOL.6.CH.04.02 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

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- DOL.6.CH.04.03 Examine early civilizations to describe their common features.
- DOL.6.CH.04.04 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another.
- DOL.6.CH.04.05 Explain how the environment favored hunter-gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western and Eastern Hemispheres.
- DOL.6.CH.04.06 Describe how the invention of agriculture led to the emergence of agrarian civilizations.

### **DOL.6.CH.05 Classical Traditions and Major Empires in the Western Hemisphere** **Describe empires and agrarian civilizations in Mesoamerica and South America.**

- DOL.6.CH.05.01 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- DOL.6.CH.05.02 Explain the role of economics in shaping the development of early civilizations.
- DOL.6.CH.05.03 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- DOL.6.CH.05.04 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- DOL.6.CH.05.05 Construct a time line of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere including:
  - \*Olmec
  - \*Mayan
  - \*Aztec
  - \*Incan
- DOL.6.CH.05.06 Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

### **DOL.6.CH.06 Classical Traditions in Regions of the Eastern Hemisphere** **Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.**

- DOL.6.CH.06.01 Describe the characteristics that classical civilizations share.
- DOL.6.CH.06.02 Compare and contrast the defining characteristics of a city state, civilization, and empire
- DOL.6.CH.06.03 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- DOL.6.CH.06.04 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations.
- DOL.6.CH.06.05 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- DOL.6.CH.06.06 Use a case study to describe how trade integrated cultures and influenced the economy within empires.

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- DOL.6.CH.06.07 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.
- DOL.6.CH.06.08 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- DOL.6.CH.06.09 Create a time line that illustrates the rise and fall of classical empires during the classical period.

### **DOL.6.CH.07 Growth and Development of World Religions**

#### **Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance.**

- DOL.6.CH.07.01 Identify and describe the beliefs of the five major world religions.
- DOL.6.CH.07.02 Locate the geographical center of major religions and describe how they spread to different areas.

### **DOL.6.CH.08 Middle Ages**

- DOL.6.CH.08.01 Western Europe to 1500  
Explain the workings of feudalism, manorism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities.
- DOL.6.CH.08.02 Describe how the physical geography and climate affected how people lived and worked.
- DOL.6.CH.08.03 Explain the significance of Constantinople to the Byzantine Empire.
- DOL.6.CH.08.04 Explain how the Byzantine Empire is related to the Roman Empire.
- DOL.6.CH.08.05 Describe the contributions of Justinian.
- DOL.6.CH.08.06 Explain the schism and its effect on the Byzantine Empire.
- DOL.6.CH.08.07 Explain the rise and fall of the Mogul Empire.
- DOL.6.CH.08.08 List the major contributions made by medieval Chinese dynasties (Sui, Tang, Song, Mongol, Ming).
- DOL.6.CH.08.09 Explain how the Khmer kingdom was ruled and why it thrived.
- DOL.6.CH.08.10 Explain the significance of the Angkor Watt.
- DOL.6.CH.08.11 Identify the role played by leaders (Charlemagne, William the Conqueror, King John).
- DOL.6.CH.08.12 Explain the significance of the Magna Charta.
- DOL.6.CH.08.13 Explain the effects of feudalism and the manor system on medieval society.
- DOL.6.CH.08.14 Explain Christendom and its effect on medieval society.
- DOL.6.CH.08.15 Investigate the role of guilds in the growth of cities and trade.
- DOL.6.CH.08.16 List and describe the major trade routes and their effects on the economy.
- DOL.6.CH.08.17 Identify the impact of the Crusades on society.
- DOL.6.CH.08.18 Investigate the impact of the Plague on medieval society.

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### **DOL.6.CH.09 The Renaissance**

- DOL.6.CH.09.01 Describe the changes that happened in Europe during the Renaissance.
- DOL.6.CH.09.02 Describe the influences and contributions of great Renaissance figures.
- DOL.6.CH.09.03 Explain the Reformation and the role of Martin Luther.
- DOL.6.CH.09.04 Identify changes in thinking and new inventions that lead to exploration and colonization efforts.

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## **ECONOMICS**

### **DOL.6.E.02 Types of Economic Systems**

**Describe how societies organize to allocate resources to produce and distribute goods and services.**

- DOL.6.E.02.01 Describe how governments make economic decisions in various economies.
- DOL.6.E.02.02 Explain and compare how traditional, command, and market economic systems answer four basic questions:
  - \*What should be produced?
  - \*How will it be produced?
  - \*How will it be distributed?
  - \*Who will receive the benefits of production?

### **DOL.6.E.03 Role of Government**

**Describe how governments make decisions that affect economies.**

- DOL.6.E.03.01 Describe the impact of governmental policy on that civilization and on other civilizations that use its resources.

### **DOL.6.E.04 Economic Interdependence**

**Describe patterns and networks of economic interdependence, including trade.**

- DOL.6.E.04.01 Use charts and graphs to compare imports and exports and propose generalizations about patterns of economic interdependence.

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## **CIVICS & GOVERNMENT**

### **DOL.6.CG.02 Nature of Civic Life, Politics, and Government**

**Describe Civic Life, Politics, and Government and explain their relationships.**

- DOL.6.CG.02.01 Compare and contrast characteristics of different types of government.
- DOL.6.CG.02.02 Explain how the governments of the Western and Eastern Hemispheres interact.



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### Grade 7 HISTORY

#### **DOL.7.H.01 Temporal Thinking**

##### **Use historical conceptual devices to organize and study the past**

- DOL.7.H.01.01 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

#### **DOL.7.H.02 Historical Inquiry and Analysis**

##### **Use historical inquiry and analysis to study the past.**

- DOL.7.H.02.01 Explain how historians use a variety of sources to explore the past.
- DOL.7.H.02.02 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:
  - \*who was involved
  - \*what happened
  - \*where it happened
  - \*what events led to the development
  - \*and what consequences or outcomes followed.
- DOL.7.H.02.03 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- DOL.7.H.02.04 Compare and evaluate competing historical perspectives about the past based on proof.
- DOL.7.H.02.05 Identify the role of the individual in history and the significance of one person's ideas.

#### **DOL.7.H.03 Historical Understanding**

##### **Use historical concepts, patterns, and themes to study the past.**

- DOL.7.H.03.01 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- DOL.7.H.03.02 Describe and use themes of history to study patterns of change and continuity
- DOL.7.H.03.03 Use historical perspectives to analyze global issues faced by humans long ago and today.

### GEOGRAPHY

#### **DOL.7.G.01 The World in Spatial Terms**

##### **Geographical Habits of Mind**

- DOL.7.G.01.01 Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

#### **DOL.7.G.02 Spatial Thinking**

- DOL.7.G.02.01 Use maps and other geographic tools to acquire and process information from a spatial perspective.
- DOL.7.G.02.02 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

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- DOL.7.G.02.03 Draw an accurate sketch map of the region of study from memory.

### **DOL.7.G.03 Geographical Inquiry and Analysis**

- DOL.7.G.03.01 Locate the major land forms, rivers and climate regions of the region of study.
- DOL.7.G.03.02 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- DOL.7.G.03.03 Use observations from air photos, photographs, and videos as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- DOL.7.G.03.04 Analyze various types of maps based on region of study.
- DOL.7.G.03.05 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the region of study to answer geographic questions.
- DOL.7.G.03.06 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of study.

### **DOL.7.G.04 Geographical Understanding**

- DOL.7.G.04.01 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- DOL.7.G.04.02 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns
- DOL.7.G.04.03 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

### **DOL.7.G.06 Physical Characteristics of Place**

#### **Describe the physical characteristics of places.**

- DOL.7.G.06.01 Describe the land form features and the climate of the region of study.
- DOL.7.G.06.02 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the region of study.
- DOL.7.G.06.03 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns.

### **DOL.7.G.07 Human Characteristics of Place**

#### **Describe the human characteristics of places.**

- DOL.7.G.07.01 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- DOL.7.G.07.02 Explain that communities are affected positively or negatively by changes in technology.

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- DOL.7.G.07.03 Analyze how culture and experience influence people's perception of places and regions.

### **DOL.7.G.08 Cultural Mosaic**

**Describe the characteristics, distribution and complexity of Earth's cultural mosaic.**

- DOL.7.G.08.01 Identify and explain examples of cultural diffusion within the region of study.

### **DOL.7.G.09 Technology Patterns and Networks**

**Describe how technology creates patterns and networks that connect people, products and ideas.**

- DOL.7.G.09.01 List and describe the advantages and disadvantages of different technological advances in transportation and communication.

### **DOL.7.G.10 Patterns of Human Settlement**

**Describe patterns, processes and functions of human settlement.**

- DOL.7.G.10.01 Identify places in The New World that have been modified to be suitable for settlement by describing the modifications that were necessary.
- DOL.7.G.10.02 Describe patterns of settlement by using historical and modern maps.

### **DOL.7.G.11 Forces of Cooperation and Conflict**

**Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.**

- DOL.7.G.11.01 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.

### **DOL.7.G.12 Physical and Human Systems**

**Describe how physical and human systems shape patterns on the Earth's surface.**

- DOL.7.G.12.01 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.

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## **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

**DOL.7.PD.01 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- DOL.7.PD.01.01 Clearly state a social justice issue and explore it from various perspectives.
  - \*discussions and debates
  - \*persuasive/argumentative essays
  - \*connections to public policy
  - \*research and data
  - \*causes and consequences

## CHRONOLOGICAL HISTORY

### DOL.7.CH.01 Age of Exploration

- DOL.7.CH.01.01 Explain the reasons for, challenges to, and successes of European exploration.
- DOL.7.CH.01.02 Explain why Europeans wanted to find an ocean route to Asia.
- DOL.7.CH.01.03 Explain how explorers led the Age of Exploration.
- DOL.7.CH.01.04 Examine how Christopher Columbus believed he could reach Asia and how his voyages impacted trade and cultural connections between the New and Old World.
- DOL.7.CH.01.05 Analyze the Colombian Exchange and the impact it had on opening up the New World to the Old World during this time and through the ages.
- DOL.7.CH.01.06 Examine the claims Spain, France, and Great Britain made in North America and their lasting impact on the environment of the native peoples.

### DOL.7.CH.02 The 13 English Colonies

- DOL.7.CH.02.01 Investigate the early settlements of Roanoke and Jamestown and reasons for success or failure.
- DOL.7.CH.02.02 Examine the founding of Plymouth and Massachusetts Bay, including reasons for settlement, problems faces, government changes, and relations with Native Americans.
- DOL.7.CH.02.03 Identify early settlements in the New England, Middle, and Southern Colonies, comparing and contrasting reasons for settlement, patterns of settlement, impact on geography, use of natural resources, and economic development
- DOL.7.CH.02.04 Examine the role religion played in the settlement of the English Colonies.
- DOL.7.CH.02.05 Describe life in the 13 colonies, noting the influence of geography and the economy on wealthy landowners, farmers, merchants, indentured servants, slaves, and Native Americans.
- DOL.7.CH.02.06 Examine the role of government and how experiences with self-government led to clashes with Great Britain over authority and rule in colonial society.

### DOL.7.CH.03 The French and Indian War

- DOL.7.CH.03.01 Investigate the land claims in North America in the mid-1700s as a factor in rising tensions between the French and British.
- DOL.7.CH.03.02 Compare the British and colonial objectives in the French and Indian War and how they led to conflict.
- DOL.7.CH.03.03 Determine how the outcome of the war affected North America and its interests.
- DOL.7.CH.03.04 Examine the reasons behind the actions of the British government following the war and subsequent reasons for colonial discontent.
- DOL.7.CH.03.05 Examine the role the Proclamation of 1763 had on growing tensions between the English colonists and the mother country.

### DOL.7.CH.04 Road to Revolution

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- DOL.7.CH.04.01 Examine causes of the Revolution starting with tensions pre Proclamation of 1763 and spanning through The Shot Heard 'Round the World.
- DOL.7.CH.04.02 Examine the role taxation played on the road to revolution in the 13 English Colonies.
- DOL.7.CH.04.03 Identify and explain other causes of the Revolution including the Boston Massacre, the Boston Tea Party, the Gaspee Affair, etc.
- DOL.7.CH.04.05 Identify key players in the road to revolution.

### **DOL.7.CH.05 The Revolutionary War**

- DOL.7.CH.05.01 Identify the changing relationship between Great Britain and the 13 colonies and its role in the formation of colonial resistance groups and the Continental Congress.
- DOL.7.CH.05.02 Investigate the role of the Declaration of Independence in expressing the colonist's grievances against the king and reasons for separating from Great Britain.
- DOL.7.CH.05.03 Identify the role religion played in the founding of our nation and the Declaration of Independence.
- DOL.7.CH.05.04 Compare the strengths and weaknesses of the British army and the Continental Army.
- DOL.7.CH.05.05 Identify, locate, and explain basics of major battles of the war beginning with Lexington and the Shot Heard 'Round the World.
- DOL.7.CH.05.06 Examine why the American victory at Saratoga was a turning point in the war and how European allies helped the Continental Army.
- DOL.7.CH.05.07 Analyze why the British turned their focus to the South and how the Americans were victorious at Yorktown.
- DOL.7.CH.05.08 Explain the terms of the Treaty of Paris and its importance in future relations between the British and the Americans.

### **DOL.7.CH.06 A New Nation**

- DOL.7.CH.06.01 Explain the reasons for the adoption of and subsequent failure of the Articles of Confederation.
- DOL.7.CH.06.02 Identify the economic and political questions facing the nation during the period of the Articles of Confederation.
- DOL.7.CH.06.03 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.
- DOL.7.CH.06.04 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery.
- DOL.7.CH.06.05 Explain how the new constitution resolved the major issues including the implementation of the five Principles of the Constitution.

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- DOL.7.CH.06.06 Analyze the debates over ratification of the Constitution from the perspectives of the Federalists and Anti-federalists and describe how the states ratified the Constitution.
- DOL.7.CH.06.07 Explain how the Bill of Rights reflected the principle of limited government, protection of basic freedoms, and the fear of many Americans of a strong central government.

### **DOL.7.CH.07 The Federalist Era**

- DOL.7.CH.07.01 Describe the way in which George Washington set precedent for other presidents to follow.
- DOL.7.CH.07.02 Discuss American foreign policy, with emphasis on the Jay Treaty, and the effects it had on America's relationships with other countries.
- DOL.7.CH.07.03 Discuss the emergence of political parties and their influence on the American political landscape.
- DOL.7.CH.07.04 Explain how growing problems with France and Great Britain divided the nation.

### **DOL.7.CH.08 The Age of Jefferson and the War of 1812**

- DOL.7.CG.08.01 Illustrate how the U.S. doubled in size with the Louisiana Purchase.
- DOL.7.CH.08.02 Discuss the challenges of the United States' neutrality and identify how Jefferson avoided the war.
- DOL.7.CH.08.03 Note why Madison stopped trade with Great Britain.
- DOL.7.CH.08.04 Examine the continued conflicts between Native Americans and the settlers.
- DOL.7.CH.08.05 Examine the challenges the U.S. faced in the War of 1812.
- DOL.7.CH.08.06 Discuss the campaigns and outcomes of the War of 1812.

### **DOL.7.CH.09 The Growing Nation and the Age of Jackson**

- DOL.7.CH.09.01 Describe the industrial development of the U.S. and explain the rapid growth of cities in the early 1800s and their effects on the American way of life.
- DOL.7.CH.09.02 Discuss westward movement and improvements in transportation in the early 1800s.
- DOL.7.CH.09.03 Examine the increase in both nationalism and sectionalism in the U.S.
- DOL.7.CH.09.04 Explain how Americans gained a greater voice in government in the Age of Jackson.
- DOL.7.CH.09.05 Discuss Jackson's views on tariffs, the Bank of the U.S., and Native Americans and how these views led to an increase in presidential power.

### **DOL.7.CH.10 Manifest Destiny**

- DOL.7.CH.10.01 Identify the claims on Oregon Country and the path to the U.S. gaining a great foothold in the territory.
- DOL.7.CH.10.02 Discuss how traders, trappers, and missionaries paved the way for western expansion.
- DOL.7.CH.10.03 Explain the settlement of Texas, the conflict between settlers and the Mexican government, and the resulting fight for Texas's independence.



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- DOL.7.CH.10.04 Consider how the Mexican American War began and why some Americans opposed the war.
- DOL.7.CH.10.05 Examine the outcome of the war and how the U.S. gained California and the southwest.
- DOL.7.CH.10.06 Discuss how Oregon Fever and the California Gold Rush ignited westward settlement and immigration concerns.
- DOL.7.CH.10.07 Examine consequences of expansion based on evidence of the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

### **DOL.7.CH.11 Sectional Differences and the Path to Civil War**

- DOL.7.CH.11.01 Compare and contrast the economic, political, and cultural differences between the North and South.
- DOL.7.CH.11.02 Analyze the development of the institution of slavery, the resistance to slavery, and its impact on the political climate and territorial expansion efforts.
- DOL.7.CH.11.03 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
- DOL.7.CH.11.04 Discuss sectionalism, nationalism, federalism, and states' rights as a basis for division in American society.
- DOL.7.CH.11.05 Analyze the role of policy that led to increased tension between sections of the country.
- DOL.7.CH.11.06 Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education.
- DOL.7.CH.11.07 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.
- DOL.7.CH.11.08 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing the Seneca Falls Resolution with the Declaration of Independence.
- DOL.7.CH.11.09 Analyze the goals and effects of the antebellum temperance movement.
- DOL.7.CH.11.10 Analyze the role religion played in the reform movements.

### **DOL.7.CH.12 The Civil War**

- DOL.7.CH.12.01 Explain the political, economic, and social reasons for the southern state's secession.
- DOL.7.CH.12.02 Make an argument to explain the reasons why the North won the Civil War by considering:
  - \*critical events and battles in the war
  - \*the political and military leadership of the North and South
  - \*the respective advantages and disadvantages including geographic, demographic, economic and technological
- DOL.7.CH.12.03 Examine Lincoln's presidency in terms of his military leadership, political policies, and public speeches.

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- DOL.7.CH.12.04 Describe the role of women and African-Americans in the war.
- DOL.7.CH.12.05 Explain how the war affected all Americans and their environment.

### ECONOMICS

#### DOL.7.E.01 Economic Systems

##### Age of Exploration to End of Civil War

- DOL.7.E.01.01 Identify challenges in funding and sustaining colonization of the New World.
- DOL.7.E.01.02 Explain the funding of exploration and the economic reasons for exploration.
- DOL.7.E.01.03 Compare and contrast the varying economies of the Thirteen Colonies.
- DOL.7.E.01.04 Explain the interdependence of the economies of the Thirteen Colonies to the European Powers.
- DOL.7.E.01.05 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g. trade agreements).
- DOL.7.E.01.06 Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.
- DOL.7.E.01.07 Explain and compare how economic systems (traditional, command, and market) answer four basic questions:
  - \*What should be produced?
  - \*How will it be produced?
  - \*How will it be distributed?
  - \*Who will receive the benefits of production?
- DOL.7.E.01.08 Describe patterns and networks of economic interdependence, including trade.
- DOL.7.E.01.09 Diagram or map the movement of trade goods (e.g., Triangular Trade route.)

### CIVICS & GOVERNMENT

#### DOL.7.CG.01 Purposes of Government

##### Analyze how people identify, organize, and accomplish the purposes of government.

- DOL.7.CG.01.01 Examine experiences with self-government (e.g., House of Burgesses and town meetings.)
- DOL.7.CG.01.02 Compare and contrast the English monarchy with the newly established government of the U.S. after the Revolution.
- DOL.7.CG.01.03 Examine the government structure and function of the 13 Colonies and the role it played in the conflict that led to the American Revolution.

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- DOL.7.CG.01.04 Explain the United States' interaction with nations through trade, diplomacy, treaties and agreements, international organizations, economic sanctions and incentives, and military force and threat of force.
- DOL.7.CG.01.05 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other countries.

### **Grade 8** **HISTORY**

#### **DOL.8.H.01 Temporal Thinking**

##### **Use historical conceptual devices to organize and study the past.**

- DOL.8.H.01.01 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

#### **DOL.8.H.02 Historical Inquiry and Analysis**

##### **Use historical inquiry and analysis to study the past**

- DOL.8.H.02.01 Explain how historians use a variety of sources to explore the past.
- DOL.8.H.02.02 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating:
  - \*who was involved
  - \*what happened
  - \*where it happened
  - \*what events led to the development
  - \*and what consequences or outcomes followed.
- DOL.8.H.02.03 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- DOL.8.H.02.04 Compare and evaluate competing historical perspectives about the past based on proof.
- DOL.8.H.01.05 Identify the role of the individual in history and the significance of one person's ideas.

#### **DOL.8.H.03 Historical Understanding**

##### **Use historical concepts, patterns, and themes to study the past.**

- DOL.8.H.03.01 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- DOL.8.H.03.02 Describe and use themes of history to study patterns of change and continuity
- DOL.8.H.03.03 Use historical perspectives to analyze global issues faced by humans long ago and today.

## **GEOGRAPHY**

### **DOL.8.G.01 The World in Spatial Terms: Geographical Habits of Mind (foundational expectations addressed in grade 6)**

- DOL.8.G.01.01 Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

### **DOL.8.02 Spatial Thinking**

- DOL.8.G.02.01 Use maps and other geographic tools to acquire and process information from a spatial perspective.
- DOL.8.G.02.02 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- DOL.8.G.02.03 Draw an accurate sketch map of the region of study from memory.

### **DOL.8.G.03 Geographical Inquiry and Analysis**

- DOL.8.G.03.01 Locate the major land forms, rivers and climate regions of the region of study.
- DOL.8.G.03.02 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- DOL.8.G.03.03 Use observations from air photos, photographs, and videos as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- DOL.8.G.03.04 Analyze various types of maps based on region of study.
- DOL.8.G.03.05 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the region of study to answer geographic questions.
- DOL.8.G.03.06 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of study.

### **DOL.8.G.04 Geographical Understanding**

- DOL.8.G.04.01 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- DOL.8.G.04.02 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- DOL.8.G.04.03 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

### **DOL.8.G.06 Physical Characteristics of Place**

#### **Describe the physical characteristics of places.**

- DOL.8.G.06.01 Describe the land form features and the climate of the region of study.
- DOL.8.G.06.02 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the region of study.

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- DOL.8.G.06.03 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns.

### **DOL.8.G.07 Human Characteristics of Place**

#### **Describe the human characteristics of places.**

- DOL.8.G.07.01 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- DOL.8.G.07.02 Explain that communities are affected positively or negatively by changes in technology.
- DOL.8.G.07.03 Analyze how culture and experience influence people's perception of places and regions.

### **DOL.8.G.08 Cultural Mosaic**

#### **Describe the characteristics, distribution and complexity of Earth's cultural mosaic.**

- DOL.8.G.08.01 Identify and explain examples of cultural diffusion within the region of study.

### **DOL.8.G.09 Technology Patterns and Networks**

#### **Describe how technology creates patterns and networks that connect people, products and ideas.**

- DOL.8.G.09.01 List and describe the advantages and disadvantages of different technological advances in transportation and communication.

### **DOL.8.G.10 Patterns of Human Settlement**

#### **Describe patterns, processes and functions of human settlement.**

- DOL.8.G.10.01 Identify places in The New World that have been modified to be suitable for settlement by describing the modifications that were necessary.
- DOL.8.G.10.02 Describe patterns of settlement by using historical and modern maps.

### **DOL.8.G.11 Forces of Cooperation and Conflict**

#### **Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.**

- DOL.8.G.11.01 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.

### **DOL.8.G.12. Physical and Human Systems**

#### **Describe how physical and human systems shape patterns on the Earth's surface.**

- DOL.8.G.12.01 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.

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### **PUBLIC DISCOURSE, DECISION MAKING, CITIZEN INVOLVEMENT**

#### **DOL.8.PD.01 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- DOL.8.PD.01.01 Clearly state a social justice issue and explore it from various perspectives.
  - \*discussions and debates
  - \*persuasive/argumentative essays
  - \*connections to public policy
  - \*research and data
  - \*causes and consequences

### **CHRONOLOGICAL HISTORY**

#### **DOL.8.CH.01 Westward Movement**

- DOL.8.CH.01.01 Describe the Plains peoples' way of life and why it came to an end.
- DOL.8.CH.01.02 Explain the rise and fall of the long drive.
- DOL.8.CH.01.03 List the factors that made farming on the Plains possible and the challenges farmers faced.
- DOL.8.CH.01.04 Identify the realities behind the myths of the Old West.
- DOL.8.CH.01.05 Describe the role of the Continental Railroad in westward movement.

#### **DOL.8.CH.02 Reconstruction**

##### **Using evidence, develop an argument regarding the character and consequences of Reconstruction**

- DOL.8.CH.02.01 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- DOL.8.CH.02.02 Describe the early responses to the end of the Civil War by describing:
  - \*policies of the Freedmen's Bureau
  - \*restrictions placed on the rights
  - \*opportunities of freedmen, including racial segregation
  - \*Black Codes
- DOL.8.CH.02.03 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.
- DOL.8.CH.02.04 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
- DOL.8.CH.02.05 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

#### **DOL.8.CH.03 Urbanization**

- DOL.8.CH.03.01 Analyze the major changes in communication, transportation, and demography that contributed to the growth of cities.



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- DOL.8.CH.03.02 List the problems resulting from urbanization and efforts to address those problems.
- DOL.8.CH.03.03 Discuss the rise of big business and the captains of industry who had a major impact on the growth of new ventures and their impact on government policy.
- DOL.8.CH.03.04 Explain the role of social Darwinism as the basis for changing ideas of the role of business in society and the fulfillment of the American dream.
- DOL.8.CH.03.05 Describe conditions for workers and the rise and fall of early labor unions.
- DOL.8.CH.03.06 Identify the reasons for the rise in immigrant populations, the struggles they faced, and the role of government in these endeavors.

### **DOL.8.CH.04 Imperialism and the Spanish-American War**

- DOL.8.CH.04.01 Identify the emergence of the U.S. from isolationism and cite examples of the shift to becoming a world power.
- DOL.8.CH.04.02 List the events that led to the U.S. involvement in the Spanish-American War, the resulting outcome, and its impact on imperialistic viewpoints in society.
- 8DOL.8.CH.04.03 Analyze the foreign policies of McKinley and Roosevelt with regards to Latin America, the Philippines, and China.

### **DOL.8.CH.05 Progressivism**

- DOL.8.CH.05.01 Discuss the role of muckrakers in identifying social ills and promoting social change.
- DOL.8.CH.05.02 Explain how methods and strategies in business and education influenced social reform.
- DOL.8.CH.05.03 Describe advances made by social reformers and government in protecting adult and child workers.
- DOL.8.CH.05.04 Describe progressive attitudes about immigrants and racial minorities.
- DOL.8.CH.05.05 Explain Roosevelt's and Wilson's efforts at progressive legislation.

### **DOL.8.CH.06 World War I**

- DOL.8.CH.06.01 Identify the causes of WWI.
- DOL.8.CH.06.02 Explain why the U.S. had difficulty staying neutral at the start of the war.
- DOL.8.CH.06.03 Identify the events that led the U.S. to enter WWI.
- DOL.8.CH.06.04 Describe the role of the U.S. in helping the Allies obtain victory in the war.
- DOL.8.CH.06.05 Explain how the war was financed and how the government shaped public opinion to support the war.
- DOL.8.CH.06.06 Discuss Wilson's Fourteen Points.
- DOL.8.CH.06.07 Describe the Versailles peace conference and how the resulting outcome led to the rejection of the treaty by the Senate.
- DOL.8.CH.06.08 Identify problems that arose in post war America and abroad.
- DOL.8.CH.06.09 Explain Wilson's legacy and his warning about future wars.

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### **DOL.8.CH.07 The Roaring Twenties**

- DOL.8.CH.07.01 Describe the scandals of the Harding administration.
- DOL.8.CH.07.02 Identify the trends in government during the Coolidge era that led to the growth of big business.
- DOL.8.CH.07.03 Contrast the boom in business with the slump in agriculture and its effect on the economy.
- DOL.8.CH.07.04 Explain how the Scopes trial symbolized the tensions of 1920s society.
- DOL.8.CH.07.05 Describe the changes in the lives of women in the 1920s.
- DOL.8.CH.07.06 Outline the cultural changes that led to the naming of the decade as the Roaring Twenties.

### **DOL.8.CH.08 The Great Depression**

- DOL.8.CH.08.01 Explain the major causes of the Great Depression.
- DOL.8.CH.08.02 Explain how Hoover's philosophy affected his economic policy and worsening of the Depression.
- DOL.8.CH.08.03 Compare the lives of workers and farmers in the early 1930s.
- DOL.8.CH.08.04 Describe how Roosevelt dealt with the banking crisis.
- DOL.8.CH.08.05 Evaluate the effectiveness of various New Deal programs and their lasting impact on the role of government in American society.
- DOL.8.CH.08.06 Identify efforts at relief, recovery, and reform.
- DOL.8.CH.08.07 Discuss how the Depression influenced American foreign policy.

### **DOL.8.CH.09 World War II**

- DOL.8.CH.09.01 Explain reasons for Japan's aggression in Asia and Germany's conquest of Europe.
- DOL.8.CH.09.02 List the steps by which Roosevelt increased support to the Allies.
- DOL.8.CH.09.03 Discuss the course of the war in Europe and Asia.
- DOL.8.CH.09.04 Discuss efforts to mobilize the economy for war production.
- DOL.8.CH.09.05 Explain the war's impact on African-Americans and Japanese Americans.

### **DOL.8.CH.10 The Cold War**

- DOL.8.CH.10.01 Describe the changes in Eastern Europe and that factors that made communism strong after WWII.
- DOL.8.CH.10.02 Outline the foreign policy goals of the Truman administration.
- DOL.8.CH.10.03 Explain the United States' status as a world power after World War II.
- DOL.8.CH.10.04 Explain why the United Nations waged a limited war in Korea.
- DOL.8.CH.10.05 Describe the political situation in China after World War II.
- DOL.8.CH.10.06 Explain the influence of Senator Joseph McCarthy.
- DOL.8.CH.10.07 Describe how the fear of nuclear war affected the Cold War.
- DOL.8.CH.10.08 Explain the policies of Truman, Eisenhower, and Kennedy and their effect on Cold War events.

### **DOL.8.CH.11 The Civil Rights Era**

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- DOL.8.CH.11.01 Discuss the effects of the Brown vs. Board of Education decision.
- DOL.8.CH.11.02 Describe the major events in the early civil rights movement.
- DOL.8.CH.11.03 Describe the advances made in civil rights during the Kennedy and Johnson administrations.
- DOL.8.CH.11.04 Describe the difficulties faced by civil war rights activists.
- DOL.8.CH.11.05 Discuss the gains made by women and minorities.

### **DOL.8.CH.12 The Vietnam War**

- DOL.8.CH.11.01 Explain the involvement of the U.S. in Vietnam prior to the Johnson administration.
- DOL.8.CH.11.02 Explain how the Gulf of Tonkin incident led to the escalation of war.
- DOL.8.CH.11.03 Explain why the Tet offensive was a turning point in the war.
- DOL.8.CH.11.04 List reasons for opposition to the war.
- DOL.8.CH.11.05 Describe the youth counter-culture and conservative backlash.
- DOL.8.CH.11.06 List and describe the steps Nixon took to end American involvement in Vietnam

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## **ECONOMICS**

### **DOL.8.E.01 Westward Movement**

- DOL.8.E.01.01 Identify how ranching and mining contributed to the changing character of the west.

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