

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16A: Apply the skills of historical analysis and interpretation.

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16A: Apply the skills of historical analysis and interpretation to religious events, trends and Church individuals and movements.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ol style="list-style-type: none"> <li>1. Recall information about the immediate past.</li> <li>2. <i>Tell about events and people in the school and Church.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Give an example of an event that occurred in the past and an example of a current event.</li> <li>2. <i>Talk about events that happened in school and Church.</i></li> <li>3. Place a series of events that occurred during their lifetime in chronological order.</li> <li>4. Tell why they need to know about their past, and others' pasts.</li> <li>5. Use a story or an image about the distant past to tell about what life was like during that period.</li> <li>6. <u><i>Talk about the role of saints in history.</i></u></li> <li>7. <u><i>Describe what life was like when Jesus was alive.</i></u></li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of events from a chronology (e.g., the student's life, <i>Jesus' life</i>) in their proper places on a timeline.</li> <li>2. Explain how the individual events on a timeline are related to one another.</li> <li>3. Use a story or an image about the past to describe what life was like for people who lived during that period.</li> <li>4. <u><i>Tell what it was like for a saint during their time.</i></u></li> <li>5. Explain why people need to know about the history of those who live in other places.</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct a timeline for a given period and place a series of events at their proper location on timeline, <u><i>incorporate Catholic history.</i></u></li> <li>2. List the important details contained in an image of life in the past.</li> <li>3. Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts <u><i>including a Bible.</i></u>)</li> <li>4. List places to look for sources of information about the past.</li> <li>5. Tell why the location of where an event occurred helps to explain why and how it happened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place a randomly ordered series of events at the proper points on a timeline, <u><i>include events in Church history.</i></u></li> <li>2. Compare life in one region during two different time periods.</li> <li>3. Describe historical trends using data supplied on a graph or chart.</li> <li>4. Compare changes in a region using an historical atlas.</li> <li>5. Describe aspects of life in a specific period in a specific region using a combination of sources, <u><i>include religious beliefs.</i></u></li> <li>6. Locate a website for the study of history, <u><i>including Church history</i></u> on the World Wide Web.</li> </ol>

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 Standard 16A: Apply the skills of historical analysis and interpretation.

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16A: Apply the skills of historical analysis and interpretation to religious events, trends and Church individuals and movements.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.</li> <li>2. Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.</li> <li>3. Distinguish between primary and secondary sources.</li> <li>4. Formulate a research question about an historical person/event.</li> <li>5. Identify sources in the school or local library that will help answer a research question.</li> <li>6. Locate on the World Wide Web one source pertaining to who, when, where dimensions of a research question.</li> <li>7. <u>Describe how Catholic religious practices influenced the history of the United States.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between the important and insignificant details contained in an historical source.</li> <li>2. Organize a series of historic maps of a region or place into an historical atlas.</li> <li>3. Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance, <u>including religious events.</u></li> <li>4. Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history.</li> <li>5. Compare two different interpretations of an historical figure or event.</li> <li>6. <u>Compare two different interpretations of a religious event that shaped history.</u></li> <li>7. Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source.</li> <li>8. Locate on the World Wide Web multiple sources pertaining to a significant historic person or event.</li> <li>9. Compare the value of primary and secondary sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history.</li> <li>2. Organize a series of related historical events for depiction on a periodization chart.</li> <li>3. Describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category.</li> <li>4. Provide an example of two different interpretations of a significant event.</li> <li>5. Explain how a significant historical event can have many causes.</li> <li>6. <u>Tell how and why a significant historical event impacts the life and dignity of people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define the concept of a “watershed” event in history.</li> <li>2. <u>Examine the impact of any “watershed” event on the life and dignity of the human person.</u></li> <li>3. Explain why a primary source may not necessarily provide an accurate description of an historical event.</li> <li>4. Identify the point of view of the author as found in a primary source document.</li> <li>5. Identify any inconsistencies of an author as found in a primary source document.</li> <li>6. Assess the value of posed and candid photographs as primary sources.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16B: Understand the development of significant political events (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16B: Understand the development of significant Church or religious events.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ol style="list-style-type: none"> <li>1. Celebrate a holiday.</li> <li>2. <u>Celebrate a Church holiday.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Name commemorative holidays and festivals <u>including Church holidays.</u></li> <li>2. Explain why we have holidays and festivals <u>including Church holidays.</u></li> <li>3. Tell how people were governed in the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify key people in local, U.S. and/or world history.</li> <li>2. <u>Identify key people in the history of the Church and tell why they were important.</u></li> <li>3. Name a significant idea or event from the past.</li> <li>4. Identify a local and/or historical monument or place.</li> <li>5. Tell how a past event has influenced their life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Arrange a series of events in U.S. and/or world history in chronological order.</li> <li>2. <u>Place significant religious events on a timeline.</u></li> <li>3. Describe key events in the life of a significant political figure or group from the past.</li> <li>4. <u>Describe key events in the life of saints and religious leaders from the past.</u></li> <li>5. Tell how past people and events influence life today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of political events in their proper location on a timeline of United States and/or world history.</li> <li>2. Recognize contributions of important people and events in the past, <u>including religious people/leaders.</u></li> <li>3. Describe a political system and/or institution that existed in the past.</li> <li>4. <u>Recognize significant Church or religious events that have shaped the present day Church.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16B: Understand the development of significant political events (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16B: Understand the development of significant Church or religious events.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>Identify individuals and turning points in political history.</li> <li><u>Identify individuals and turning points in Church history; tell the effects of the events.</u></li> <li>Analyze the consequences of political ideas and actions taken by significant individuals in the past.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period.</li> <li>Analyze political events, figures, and ideas in the colonies that led to the American Revolution.</li> <li>List the key figures, events, and ideas in the development of the United States government during the Early National Period.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela).</li> <li>Describe major leaders and/or developments in Western world.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and explain important periods in history.</li> <li>Describe how individuals and events have shaped political systems.</li> <li><u>Explain how religion has shaped political systems.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Explain growth of U.S. politics and political parties.</li> <li>Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Gandhi, freedom fighters).</li> <li>Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian).</li> </ol>	<ol style="list-style-type: none"> <li>Compare the growth of government throughout history.</li> <li>Compare and contrast the contributions of individuals or political groups who had a significant impact on local, U.S. and/or world history.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Explain the growth of democracy in the United States as reflected in the Declaration of Independence and the Constitution of the United States.</li> <li>Describe significant events that fostered the development of representative democracy after the adoption of the United States Constitution (e.g., amendments, Supreme Court rulings, legislation).</li> <li><u>Research decisions made by the Supreme Court regarding individual rights and compare to the beliefs of the Catholic Church.</u></li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe political beliefs of significant individuals and groups during s turning point in history.</li> <li>Compare/contrast the development of the political ideology of significant individuals from a Western civilization with that of a non-Western civilization.</li> <li>Define the concept of Feudalism.</li> </ol>	<ol style="list-style-type: none"> <li>What is diplomatic history? Give examples of diplomacy.</li> <li>Identify important political thinkers.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Evaluate the consequences of constitutional change and continuity over time</li> <li>Summarize significant events that occurred during the development of the Supreme Court of the United States.</li> <li>Describe the contributions of individuals or groups who had a significant impact on the course of judicial history.</li> <li><u>Evaluate decisions made by the Supreme Court regarding individual rights and the beliefs of the Catholic Church.</u></li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Analyze the political cause and effect relationships created by European exploration and expansion in the eastern and western hemispheres.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16C: Understand the development of economic systems (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16C: Understand how moral or religious thought contributed to the development of economic systems.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> <li>1. Understand ways people made a living in the past (e.g., goods and services).</li> <li>2. Give examples of the type of work people do in the U.S. and around the world in the present.</li> <li>3. <u>Talk about the type of work people do in the Church and in the missions in the United States/World.</u></li> <li>4. Describe family roles in past and present.</li> <li>5. Describe a community <u>and religious</u> tradition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why people traded in the past.</li> <li>2. Describe how people made a living in the past.</li> <li>3. Tell ways people make choices to survive and improve their lives in past and present.</li> <li>4. <u>Tell why doing the right thing is important to all people. Give examples.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare how people in a specific place or region in an earlier period made a living with how people make a living today.</li> <li>2. Describe how changes in the economic choices in the past affected a society and its environment and political life.</li> <li>3. <u>Talk about choices people made in the past that were based on religion.</u></li> <li>4. Explain how the changes in the ways people made a living have influence modern society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell how government affects how people make a living.</li> <li>2. <u>Tell how religious beliefs may affect how people make a living.</u></li> <li>3. Identify the differences between an agricultural society and a hunting/gathering way of life.</li> <li>4. Compare/contrast past economic activities to contemporary economic activities.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16C: Understand the development of economic systems (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16C: Understand how moral or religious thought contributed to the development of economic systems.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Identify and explain important events in economic history.</p> <p>2. Explain how economic decisions affected people’s political, social and environmental lives.</p> <p>3. <u>Tell how moral and ethical viewpoints can shape economic decisions.</u></p> <p><u>United States</u></p> <p>4. Describe the economic choices people made or were forced to make during the development of the early economy of the United States.</p> <p>5. Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States.</p> <p><u>World</u></p> <p>5. Describe the impact of trade on the development of early civilizations.</p> <p>6. Identify the differences between agricultural and industrial economies.</p>	<p>1. Describe the growth of modern economic systems.</p> <p>2. Identify important inventions and inventors.</p> <p>3. Explain how significant economic systems in the past have altered individual choices and influenced history.</p> <p>4. <u>Explain how significant religious ideas of the past altered choices and influenced history.</u></p> <p><u>United States</u></p> <p>5. Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure.</p> <p>6. Predict how technological advances may affect the United States economic system.</p> <p><u>World</u></p> <p>7. Define capitalism, socialism, and communism as economic systems.</p> <p>8. <u>Research the Church’s responses to past inventors and economic systems.</u></p>	<p>1. Identify major periods in economic history.</p> <p>2. <u>Relate how religion affected economics during a major period in history.</u></p> <p>3. Evaluate the impact of the economic aspects of the voyage of Columbus on the social, political, and environmental conditions.</p> <p><u>United States</u></p> <p>4. Describe how changes in economic activity during an earlier period influenced subsequent historical events (e.g., increase in the labor supply and unionization depression and the New Deal).</p> <p><u>World</u></p> <p>4. Compare/contrast the economic systems and institutions of an agricultural and an industrial society.</p>	<p>1. Describe how economics affect the course of history. Give examples.</p> <p>2. Explain how changes in science and technology affected the exchange of goods and services among people of different geographical regions both past and present.</p> <p>3. Describe the global impact of economic trends (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress).</p> <p><u>United States</u></p> <p>4. Explain how entrepreneurs organized their businesses and influenced government to limit competition and maximize profits.</p> <p>5. Describe significant people, ideas, and events in the rise of organized labor from 1865-1914).</p> <p><u>World</u></p> <p>6. Analyze the impact of long-term economic trends on the political, social, economic, environmental, and <u>religious</u> developments of societies in different parts of the world, 1500 CE to present.</p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16D: Understand Illinois, United States, and world social history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16D: Understand social history of Church, Illinois, United States, and world.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> <li>1. Give examples of customs and traditions from the past.</li> <li>2. Describe a family, community and <u>parish</u> tradition.</li> <li>3. Tell how people survived in a community many years ago.</li> <li>4. <u>Give examples of Church customs and traditions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify stories and folktales that describe various customs and practices of the <u>Church</u>, state, country, and world.</li> <li>2. Tell how stories and folktales influence people.</li> <li>3. Tell how past traditions show how various customs influence society, <u>including Church traditions.</u></li> <li>4. Name organizations that help to improve community life (e.g., Red Cross, YWCA/YMCA, <u>St. Vincent DePaul, CCW, Knights of Columbus</u>).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare family life of the past with family life today.</li> <li>2. Tell about the origin of a family or community tradition or custom.</li> <li>3. Compare traditions and cultures of the past with those of the present.</li> <li>4. <u>Compare religious practices of the past with those of today.</u></li> <li>5. Describe important people, events, and organizations that influenced social history.</li> <li>6. <u>Describe important Catholic traditions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of social events on a timeline.</li> <li>2. Identify the turning points in United States, world and <u>Church</u> social history.</li> <li>3. Compare the life of people of various social groups in the past to people of the same group during another time period.</li> <li>4. Compare traditions and customs of a place or region today with those from the past.</li> <li>5. Compare/contrast the customs and traditions of a past culture with those of another past culture.</li> <li>6. <u>Compare/contrast the customs and traditions of the Catholic Church with other religions.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16D: Understand Illinois, United States, and world social history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16D: Understand social history of Church, Illinois, United States, and world.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use a variety of sources to describe how and why people organized colonial society.</p> <p>2. Discuss how the roles of men, women, and children in past cultures have changed over time.</p> <p>3. Assess the influence that significant people had on the social lives of others in Illinois, the United States and/or world.</p> <p><u>United States</u></p> <p>4. Compare/contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there.</p> <p>5. <u>Describe the impact of the Church on social development in the United States.</u></p> <p><u>World</u></p> <p>5. Describe how a cultural exchange occurred between two societies of the past.</p>	<p>1. Identify important events/turning points in social history.</p> <p>2. <u>Identify important Church events that influenced social justice beliefs.</u></p> <p>3. Analyze the issues of social status and social role in the past and present.</p> <p>4. Describe social changes that resulted from cultural exchange between and among different peoples/societies.</p> <p><u>United States</u></p> <p>5. Describe the differences in families between different cultures; <u>between families of different faiths.</u></p> <p><u>World</u></p> <p>6. Compare/contrast the social structure of Western and non-Western cultures today and in the past.</p>	<p>1. Identify the main periods in social history</p> <p>2. Describe the significance of social factors such as status, role, customs, traditions, norms, and values during a turning point in social history.</p> <p>3. Explain why people migrate.</p> <p>4. Compare/contrast the institution of slavery in different societies past and present.</p> <p><u>United States</u></p> <p>5. Explain how various interest groups bring about change (e.g., workers, business persons, politicians).</p> <p>6. Analyze the significance of cultural and <u>religious</u> diversity in the social history of the United States.</p> <p><u>World</u></p> <p>7. Explain the significance of changes in the role of men, women, and children from one period to subsequent periods in world social history.</p>	<p>1. Analyze the consequences of discrimination past and present.</p> <p>2. Analyze the impact of mass migration of people upon the political, economic, social, and environmental aspects of a U.S. and/or world region.</p> <p>3. Assess the impact of significant individuals or groups on social history (e.g., religious leaders, philosophers).</p> <p><u>United States</u></p> <p>4. Explain the significance of the frontier.</p> <p><u>World</u></p> <p>5. Describe how the work of artists around the world (e.g., musicians, artists, filmmakers) reflects social and <u>religious</u> issues of the time.</p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16E: Understand Illinois, United States, and world environmental history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16E: Understand how Church belief regarding creation and God's providence shape history of United States and the world.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> <li>1. Tell how people survived in place many years ago.</li> <li>2. Tell how geography affects how people live.</li> <li>3. <u>Explain how they are called to be caretakers of God's creation.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tell about a myth, legend, or story that people told to describe the physical environment of a place or region in Illinois, U.S. or world.</li> <li>2. Locate places where important events took place.</li> <li>3. <u>Locate the Vatican in Rome.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tell how people, goods, and services moved from one place or geographic region to another in the past.</li> <li>2. Identify major crops that sustained people in U.S. or world.</li> <li>3. Tell why the knowledge of geography is necessary to understanding of history of people in a place or region.</li> <li>4. Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time.</li> <li>5. <u>Find on a map the locations of Biblical events.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how geography affects the history, economics and social life of people.</li> <li>2. Describe how hunter-gather cultures used the environment to secure their basic needs.</li> <li>3. Describe how changes in weather/climate affected the physical and cultural features of the environment.</li> <li>4. Identify the rivers that fostered the growth and development of U. S. and/or world.</li> <li>5. Identify on a map the major food producing regions of the world</li> <li>6. Explain how the location of the major industrial regions fostered their growth and development.</li> <li>7. Research information about the environment during a specific period of United States, and/or world history using the World Wide Web.</li> <li>8. <u>Explain how religious beliefs shaped events in U.S. history.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16E: Understand Illinois, United States, and world environmental history (United States).

Goal 16: *Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.*  
Standard 16E: *Understand how Church belief regarding creation and God’s providence shape history of United States and the world.*

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>Identify turning points in environmental history.</li> <li><u>Describe their roles and responsibilities as stewards of God’s creation.</u></li> <li>Describe how various people used human or animal power to cultivate crops before the onset of mechanized technology.</li> <li>Provide an example of how some people continue to depend on human or animal power to survive in their environment.</li> <li>Describe the effect of significant invention or technological innovation on the physical and cultural environment.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Describe the physical and cultural features of life in pre colonial America using images or examples.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development.</li> </ol>	<ol style="list-style-type: none"> <li>Organize a series of environmental events in history.</li> <li>Describe how the environment affects people’s lives from past to present.</li> <li>Assess the effects of a significant invention or technological innovation on the physical and cultural environment of a place or region.</li> <li>Describe how the competition between or among different groups of people for the same land affected the environment.</li> <li><u>Describe how Church doctrine impacts environmental issues.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe how the people of a specific civilization gained control over rivers or other principal physical features.</li> </ol>	<ol style="list-style-type: none"> <li>Identify the major periods in environmental history.</li> <li>Identify watershed events in the environmental history.</li> <li>Describe the development of transportation and communication networks.</li> <li>Explain how the environment affected economic and social developments of a specific cultural group after 1500.</li> <li>Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production.</li> <li><u>Tell how, as stewards of God’s creation, they can make environmental improvements.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Explain how the environment affected economic and social developments of people in a specific region (e.g., Jamestown, “Wild West,” natural disasters).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Explain how the environment affected economic and social developments in a specific civilization (e.g., Greeks and the Aegean Sea, Middle East and oil).</li> </ol>	<ol style="list-style-type: none"> <li>Analyze the social, political, and economic effects on the abandoned environment of a significant migration of people from one region to another.</li> <li>Describe how major migrations have affected the cultural features of cities and rural communities.</li> <li>Assess the effect of the industrial revolution on the physical environment.</li> <li>Assess the effects on the environment of the historic process of suburbanization and rural depopulation.</li> <li><u>Evaluate the impact of them acting as stewards of God’s creation to make environmental improvements.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Describe the effects on the environment of the dispersion of European colonists in North American.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe the environmental effects of the “Colombian Exchange.”</li> </ol>