

Diocese of Bridgeport – Social Studies – Grades K-8



Grade	Theme	Scope & Sequence	Exit Standards
K	My Community	- Rules and responsibilities within classroom, school, and community. - Sharing, taking turns, purpose of rules and laws - Holidays and traditions religious and U.S. - Patriotic symbols, Pledge of Allegiance, Money - Transportation - Why people work, community helpers - Identify basic landforms, basic bodies of water	- Demonstrate understanding of grade-level content - Make Catholic connections to grade-level content - Develop an understanding of history using primary and secondary sources - Develop a fundamental understanding of geography and the use of maps globes - Identify wants and needs using examples - Recognize all cultures are unique - Identify rules and responsibilities within classroom, school, home - Answer the question “What is my role in my community?”
1	Neighbors and Helpers	- Responsibilities, roles in classroom, school - Differentiate between needs and wants - What is a good citizen? Government leaders - Maps and models, where we live - Holidays and special days - All kinds of jobs	- Demonstrate understanding of grade-level content - Make Catholic connections to grade-level content - Develop an understanding of history using primary and secondary sources - Develop a fundamental understanding of geography and the use of maps globes - Identify rights and responsibilities within the classroom, school, home, and community - Establish a basic understanding of family structures and citizenship in school and community
2	Our World	- What is a family? - Why is it important? - Map skills; urban, suburban, rural - Shape of the earth, migration - Rights defined by government, Constitution - Producers, distributors, consumers - Volunteers - What is a Person’s Culture?	- Demonstrate understanding of grade-level content - Make Catholic connections to grade-level content - Develop an understanding of history using primary and secondary sources - Develop a fundamental understanding of geography and the use of maps globes - Identify ways people meet basic wants and needs - Knows the difference between a want and a need - Research how people both past and present have made a difference in their community, country, and world - Recognize the relationship among geography, economics and history
3	Connecticut Native Americans	- Significant events and individuals throughout Connecticut history - Compare Native American tribes in Connecticut - Economic Development in Connecticut - Political history of Connecticut - Compare cultures of Native Americas throughout United States - Impact of Settlers on Native Americans	- Demonstrate understanding of grade-level content - Make Catholic connections to grade-level content - Develop an understanding of history using primary and secondary sources - Develop a fundamental understanding of geography and the use of maps globes - Recognize the relationship between geography, economics, civics, and history through multiple perspectives - Examine connections between local, regional, national and global geography - Explore principles of democracy and methods of participation in society
4	US Geography	- Regions: NE, SE, NW, SW, MW, W - Capitals, climate, weather, landforms - Economy - Connecticut geography, government, economy - Maps, state projects	- Answer the question, “How does where we live affect how we live?” - Develop research, reading, writing, speaking, and listening skills - Explore principles of democracy and methods of participation in society

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Diocese of Bridgeport – Social Studies – Grade 5

Theme	Unit	Scope & Sequence	Exit Standards
Early US History	Pre-Columbian America	- What is History? - Identify and describe the ways of life of the ancient Native American cultures. - Compare and contrast how geography and climate influenced indigenous groups differently - Identify the various Native American cultural regions	- Practice to identify a primary or secondary source - Analyze maps - Construct a 5-paragraph essay - Practice presentation skills and creating a PowerPoint presentation - Begin to build text evidence-based on responses - Practice interpretation and summarizing skills using three accounts - Construct a singular argument using supporting evidence - Ruiimentary knowledge of the Cornell note-taking process
	Explorers	- Motives for finding a new route to Asia - How and why Spain established colonies in the Americas - The Columbian Exchange - Spanish Missionaries - The search for the Northwest Passage	
	The Thirteen Colonies	- Early settlements – Roanoke, Jamestown, Plymouth - The geography/climate and its impact on the development of the New England/Middle/Southern Colonies - How/Why each of the colonies was founded - Lord Baltimore, Maryland and the Early Catholic Church in the colonies - The impact of mercantilism on colonial trade - The roles people of various classes; women, and children played in Colonial America - The influence and impact of the Frist Great Awakening - Conflicts between colonists and Native American cultures - Slavery in the colonies: How and why slavery was different depending on the region	
	The Road to Revolution	- Causes and effects of the French and Indian War <i>No Taxation Without Representation</i> - The Intolerable Acts - The Declaration of Independence	
	The American Revolution	- Loyalists vs Patriots - Advantages/disadvantages of each side during the war - The roles women, children, slaves, and Native Americans during the war - Winning Independence	

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Diocese of Bridgeport – Social Studies – Grade 6

Theme	Unit	Scope & Sequence	Exit Standards
Ancient Civilizations	Ancient Civilizations	• Early Art and Expression • Old and New Stone Age • Earliest Settlement: The Shift from Hunter-Gatherers to an Agrarian Society • Think like an archaeologist/paleontologist/anthropologist: How the Modern World comes to conclusions about prehistoric people based on what was left behind	• Successfully complete a DBQ independently • Prepare and use a study guide • Complete an MLA formatted research paper • Exposure to public speaking, less reliance on a slide • Understanding how geography affects civilizations • Understand cause and effect • Ability to read a thematic map and pull information • Interpreting data • Knowledge and understanding of different forms of government
	Ancient Middle East	• Regional Geography: Mesopotamia/Israel/ Assyria/Lydia • Tigris/Euphrates: focus on human/environment interaction • Cuneiform/Phoenician alphabet • City-states and governance • The Code of Hammurabi • Contributions of the Lydians/Phoenicians/Assyrians • The Ten Commandments • Polytheism and Monotheism	
	Ancient Africa	• Regional geography: Egypt/Kush • Nile River – Focus on human/environment interaction • Pharaohs and dynasties • Pyramid builders • Trade and technology • Social pyramid • Building an empire • Hieroglyphics/ The Rosetta Stone	
	Ancient Asia	• Regional Geography: China/India/Japan • Yellow River (The Great Sorrow and Technological Innovation) • Early Writing • Inventions and Innovations of Chinese Dynasties • Confucianism/Daoism/Legalism • Origins of Hinduism and Buddhism • Indian Empires and their major achievements	
	Ancient Greece	• Regional Geography: Europe • Mountains; focus on human/environment interaction • City-states: layout and role in region • Athenian direct democracy • Spartan military oligarchy • The Persian War • The Gold Age of Greece • Greek Thinkers: Socrates, Plato, Aristotle, Hippocrates	

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		Alexandar the Great: empire building	
	Ancient Rome	- Geography: from a city to an empire – expansion - The Roman Republic - Pax Romana - The Roman Empire - Architecture: Columns, Aqueducts, Roads - Early Christianity in the Roman Empire - Constantine/Theodosius and the rise of Christianity: The Council of Nicaea, The Edict of Milan	

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Diocese of Bridgeport – Social Studies – Grade 7

Theme	Unit	Scope & Sequence	Exit Standards
US History 1750-1878	Overview of Regional Differences	• Mayflower Compact, Pennsylvania Charter, etc • The French and Indian War • The Intolerable Acts • <i>Common Sense</i> • Declaration of Independence	• Develop visual literacy i.e. photos, political cartoons • Mastery of presentation skills • Ability to introduce and construct argumentative writing • Develop a working knowledge of count-counterpoint, drafting a counter claim • Explain the origins of the Constitution and the Balance of Power
	The Revolutionary War	• Major Battles • Causes/Effects	
	Governance: Washington Adams	• The Articles of Confederation • The Washington Presidency • The Constitution • The Branches of Government (separation of powers) • The Bill of Rights • The birth of political parties • The Adams Presidency • Constitution Preamble, Bill of Rights • Landmark Supreme Court Rulings • Domestic and foreign policy	
	Jefferson Madison Monroe	• The Louisiana Purchase • Defining Powers • War of 1812 • The Missouri Compromise • The Monroe Doctrine • The Gold Rush	
	Regionalism	• The Industrial North • The Plantation South • Westward expansion/ Manifest Desitny • Reform/reformers (abolition/public education/)	
	Cause of the Civil War	• Attempts at Compromise • Lincoln/Douglas Debates • Election of 1860 • Secession	

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	Civil War	• Advantages and disadvantages of North and South • Major turning points • The Emancipation Proclamation	
	Reconstruction	• Ten Percent Plan • Fourteenth Amendment • Reconstrcution Ends	
<i>Optional Units</i>	The Wild West Indian Wars on the Great Plains	• The Homestead Act: Homesteaders and Cowboys • Little Bighorn, Wounded Knee, Battle of the Big Hole • Geronimo, Cochise, Nez Perce'	

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Diocese of Bridgeport – Social Studies – Grade 8			
Theme	Unit	Scope & Sequence	Exit Standards
US History 1878-2001	Closing the Frontier	• Railroads • Native American struggles • The Cattle Kingdom	• Evaluate visual skills interpret point of view to a document • Effectively use primary and secondary sources • Evaluate the strength and reliability of sources and evidence • Utilize prior knowledge to contextualize through writing • Complete a Capstone Project • Honor the Catholic Faith by becoming a contributing citizen for the common good
	The 2 nd Industrial Revolution	• Monopolies • Working conditions • Rapid urbanization • New waves of immigrants • Educational shifts	
	The Progressive Era	• Trade busters • Corruption • Muckrakers • Roosevelt • Taft • Wison • Women’s Rights: suffragettes • Roots of the Civil Rights movement	
	The Pacific Region and Latin America	• Reaffirming the Monroe Doctrine • The Spanish American war • The Panama Canal • New Territories in the Pacific	
	World War I	• Causes • Ending the stalemate • Russian Revolution • Wilson’s 13 Points vs. The Treaty of Paris	
	The 1920s and the Great Depression	• The Roaring 20s • Changes in society • Economics • Causes of the Great Depression • Hoover and the Great Depression • FDR and the New Deal	

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	World War II	• Causes • US at War • Turning Points • Impact and legacy: Using the Atomic Bomb, The Nuremberg Trials	
	The Cold War	• Roots • The Korean War • The Space Race • The Vietnam War • End of the War, Legacy	
	The Civil Rights Movement	• Beginnings • Strategies • An end to segregation	
	Post Cold War	• Rising tensions in the Middle East: Gulf War, Iraq • Conflict over New Nations and Sovereignty: Bosnia, Somalia • The September 11 Attack: Causes and Impact	
	Supreme Court Cases	• Analyze the significance and outcomes of landmark cases including but not limited to : ○ Marbury v. Madison ○ Plessy v. Ferguson ○ Brown v. Board of Education ○ Gideon v. Wainwright ○ Miranda v. Arizona ○ United States v. Nixon ○ Bush v. Gore	

Diocese of Bridgeport – Social Studies – Grades K-8

Diocese of Bridgeport – Social Studies – Dispositional Standards K-8	
Grades K-6	Grades 7-8
• Select and describe beautiful artifacts from different times and cultures • Exhibit empathy for the common good, not just with those nearby, but for those who have gone before and those who will come after. • Demonstrate respect to individual differences among students in the classroom and school community • Discriminate what is positive in the world and what needs to be transformed and what injustices need to be overcome. • Justify the significance and impact of the Catholic Church throughout history.	• Select and describe beautiful artifacts from different times and cultures. • Exhibit love for the common good with those present, those who have gone before and those who will come after. • Evaluate the idea of beauty of different cultures and time periods. • Share Catholic virtues and values extrapolated from the study of human history. • Demonstrate respect and appreciation for the qualities and characteristics of different cultures to pursue peace, understanding, knowledge, and truth.

**Permission from the Diocese of Venice*