

K-12 Social Studies

Curriculum Guide: Standards, Concepts, Outcomes Assessments

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TABLE OF CONTENTS

Mission Statement and Vision	2
Acknowledgments	3
Preface to Curriculum Guide - Standards and Benchmarks	4
Social Studies Curriculum - Diocese of Davenport	5
Textbook Replacement	7
Integration Areas	8
Textbook Guidelines	9
Curriculum Guidelines	
Kindergarten through 4 th grade	11
Grades 5 through 8	33
Grades 9 through 12	63
History Glossary.....	95

The textbooks and supplements we recommended support the curriculum guide.

MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, and are rooted in Gospel values and Catholic Church teachings.

POLICY 610.0

Instruction Curriculum Guidelines

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

ACKNOWLEDGMENTS

This document is the result of the efforts of many people and competent resources. The Social Studies curriculum development committee that prepared the 2007 Social Studies Curriculum Guidelines consisted of teachers from schools of the Diocese of Davenport.

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PREFACE TO CURRICULUM GUIDE – STANDARDS AND BENCHMARKS

The Diocesan Standards and Benchmarks do not constitute a curriculum guide, however they are an expectation of a minimum amount of material to be covered in a group of grades or cluster. This document first list the major area of study or standard. The standard or major area of study remains the same for all grade levels. Listed below the standard is either an interval benchmark or a grade level benchmark. These two benchmarks further delineate the information covered to a more specific learning objective. After the grade level benchmark specific skills, vocabulary, and objectives are included to give teachers very specific information for part of a daily lesson.

The Diocesan Standards and Benchmarks should be the driving force for what is taught in the classroom, not a text book or individual preference. These items can form a part of what is taught in the classroom but can not replace the concepts stated in this document.

The various State of Iowa Integration Areas are also listed in our standards and benchmarks. These areas are listed as CE-Career Education, CS-Communication Skills, GE-Global Education, TS-Higher Order Thinking Skills, MS-Multicultural, Nonsexist and Gender Fair, T-Technology, and G-Gospel Values/Guidance.

SOCIAL STUDIES CURRICULUM – DIOCESE OF DAVENPORT

The major reference for these standards is from the State of Colorado Social Studies Curriculum Model Standards and Benchmarks. National Standards for Civics and Government, Center for Civic Education, Calabasas, CA: 1994. "Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire." C. Crabtree, et al., eds. National Center for History in the Schools. *Guidelines for Geographic Education: Elementary and Secondary Schools*, prepared by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers. 1984.

Summary of Standards for Social Studies:*

1. Understands the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Students know how to use the processes and resources of historical inquiry.
3. Students understand that societies are diverse and have changed over time.
4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
5. Students understand political institutions and theories that have developed and changed over time.
6. Students know that religious and philosophical ideas have been powerful forces throughout history.
7. Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.
8. Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.
9. Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.
10. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
11. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.
12. Students understand how physical processes shape Earth's surface patterns and systems.
13. Students understand how economic, political, cultural, and social process interact to shape patterns of human populations, interdependence, cooperation, and conflict.

14. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
15. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
16. Students understand the purpose of government, and the basic constitutional principles* of the United States republican form of government.
17. Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.
18. Students know the political relationship of the United States and its citizens to other nations and to world affairs.
19. Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels – local, state, and national.

TEXTBOOK REPLACEMENT

The following texts have been approved by the Davenport Diocese Board of Education for adoption within all Diocesan schools. Exceptions to these series must be approved by the Superintendent of Schools and Director of Faith Formation.

Grades K-6 Textbooks

Nystrom Social Studies Kits	
Scott Foresman	2005
McGraw Hill	2000
Harcourt School Publishers	2003
Silver Burdett and Gin	1997

Grade 7-8 Textbooks

McDougal Littell	2005
Prentice Hall	2005
Holt	2003
Glencoe	2000

Grade 9-12 Textbooks

Glencoe/McGraw-Hill	2003
Prentice Hall	2005
West Educational	1999

INTEGRATION AREAS

- CE - Career Education
- CS - Communication Skills
- GE - Global Education
- TS - Higher Order Thinking Skills
- MN - Multicultural, Nonsexist and Gender Fair
- T - Technology
- G - Gospel Values/Guidance

TEXTBOOK GUIDELINES

Score by using:

(A)	Excellent
(B)	Good
(C)	Acceptable
(D)	Poor
(NI)	Not Included
(NA)	Not Applicable

I. Authorship

- _____ A. Authorship consistent throughout total program
- _____ B. Background qualifications/experience in subject area

II. General Characteristics

- _____ A. Current publication date
- _____ B. Attractive appearance
- _____ C. Written in clear, concise form
- _____ D. Reasonable cost

III. Philosophy

- _____ A. Clearly stated and acceptable
- _____ B. Comments: _____

IV. Subject Matter Content, Program, Assessment (Student Textbook)

- _____ A. The program is current and research-based (Standards, etc.)
- _____ B. Required infusion areas are represented
- _____ C. The textbook objectives (general and specific) match curriculum goals
_____ List and comment: *(Please attach separate sheet)*
- _____ D. Provides for individual differences *(Identify)*
- _____ E. Curriculum is assessment-driven
- _____ F. Uses multiple assessment components *(Identify)*
- _____ G. Appeals to student interests
- _____ H. Provides sufficient coverage
- _____ I. Adequately presents concepts and skills

V. Teacher’s Manual

- _____ A. Includes a reproduction of the student text
- _____ B. Provides a comprehension program overview
- _____ C. Includes a program scope and sequence
- _____ D. Provides directions on “how to use” the teaching guide
- _____ E. Provides lesson plans
- _____ F. Provides ideas for lessons, activities, etc.
- _____ G. Provisions for meeting the needs of students of different abilities
- _____ H. Evaluation materials, suggestions for multiple assessments
- _____ I. Provides list of materials needed for lessons and our explanation of how to use them
- _____ J. Provides answers to all problems, questions and exercises.
- _____ Comments:

VI. Textbook Features

- _____ A. Suitable readability
- _____ B. Attractive format, illustrations, tables, graphs, etc.
- _____ C. Durable and attractive cover
- _____ D. Binding is durable and allows book to open flat
- _____ E. Pages, paper, and type are appropriate and attractive

TEXTBOOK EVALUATIONS PROFILE CHART
(Compile results by category)

- _____ I. Authorship
- _____ II. General Characteristics
- _____ III. Philosophy
- _____ IV. Subject Matter Content, Program, Assessments
- _____ V. Teacher’s Manual
- _____ VI. Textbook Features

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 1: Understands the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

A. Grade Level Benchmark: Knows the general chronological order of events and people in history.

Objective(s):

- Chronologically organizing significant events, groups*, and people in the history of the United States.

B. Grade Level Benchmark: Students use chronology to organize historical events and people.

Objective(s):

- Creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries
- Creating a brief historical narrative* that chronologically organizes people and events in the history of their family heritage, school, neighborhood, or local community.

C. Grade Level Benchmark: Students use chronology to examine and explain historical relationships.

Objective(s):

- Identifying cause-and-effect relationships in a sequence of events.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 2: Students know how to use the processes and resources of historical inquiry.

Rationale:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

A. Grade Level Benchmark: Knows how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypothesis. (TS)

Objective(s):

- Posing and answering questions about the past; and
- Gathering historical data from multiple sources (for example, oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, and available technology).

B. Grade Level Benchmark: Students know how to interpret and evaluate primary and secondary sources of historical information. (TS)

Objective(s):

- Describing sources of historical information
- Identifying the main idea in a source of historical information; and
- Identifying ways different cultures record with history.

C. Grade Level Benchmark: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (TS)

Objective(s):

- Comparing past and present-day situations and events.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 3: Students understand that societies are diverse and have changed over time.

Rationale:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contact and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

A. Grade Level Benchmark: Know how various societies were affected by contacts and exchanges among diverse peoples. (GE)(MN)

Objective(s):

- Recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state; and
- Describing the history, interactions, and contributions of the various people and cultures that have lived in or migrated to another area (for example, African-Americans, Asian Americans, European Americans, Latino Americans, and Native Americans).

B. Grade Level Benchmark: Students understand the history of social organization* in various societies.

Objective(s):

- Identifying reasons for living in social groups;
- Describing important components of the cultural heritage of the United States; and
- Recognizing that there are families and cultures around the world.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Rationale:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of the developments in science and technology and of economic activity in order to participate as informed citizens.

A. Grade Level Benchmark: Students understand the impact of scientific and technological developments on individuals and societies. (T)

Objective(s):

- Comparing the lives of hunters and gathers to the lives of people who cultivated plants and raised domesticated animals for food;
- describing the impact of various technological developments on the local community and the state (*for example: irrigation, transportation, communication*); and
- identifying individual achievements of scientists and inventors from many cultures and describing their achievements (*for example, the Persian scientist and mathematician who invented equations and coined the term "algebra"; Johann Gutenberg and the printing press; Galileo and the telescope; Eli Whitney and the cotton gin; Marie Curie and radiation*).

B. Grade Level Benchmark: Students understand how the economic factors have influenced historical events.

Objective(s):

- describing the economic reasons why people move to or from a location (*for example, explorers, nomadic people, miners, traders*).

C Grade Level Benchmark: Students understand the historical development and know the characteristics of various economic systems.

Objective(s):

- giving examples of different ways that decisions are made regarding how resources are utilized and distributed (*for example, authority, sharing, competition in a free market, tradition, "first-come, first-served", "luck of the draw"*); and
- describing different systems of exchange that can be used (*for example, barter, money*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 5: Students understand political institutions and theories that have developed and changed over time.

Rationale:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge of our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and the individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

A. Grade Level Benchmark: Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Objective(s):

- Identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good;
- Explaining the importance of national celebrations, symbols, and ideas in their historical context; and
- Describing the historical background of the Constitution.

B. Grade Level Benchmark: Students know how various systems of government have developed and functioned throughout history.

Objective(s):

- Explaining why rules and laws have been established and enforced in schools, communities, states, and nations; and
- Giving examples of different heads of government (*for example, presidents, kings, mayors, governors*).

C. Grade Level Benchmark: Students know how political rights have been acquired, maintained, used, and/or lost throughout history.

Objective(s):

- giving examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in the history of the community, region, or state.

D. Grade Level Benchmark: Students know the history of relationships among different political powers and the development of international relations.

Objective(s):

- giving examples of how members of families and communities depend on each other; and
- giving examples of how states and regions have become interdependent.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

Rationale:

From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religion life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

A. Grade Level Benchmark: Students know the historical development of religious and philosophical ideas. (G)

Objective(s):

- Recognizing that people develop traditions that transmit their beliefs and ideas (*for example, marriage ceremonies, feasts, naming of infants*).

B. Grade Level Benchmark: Students know how societies have been affected by religions and philosophies. (G)

Objective(s):

- Giving examples of how the beliefs of people are reflected in the celebrations and practices of their community.

C. Grade Level Benchmark: Students know how various forms of expression reflect religious beliefs and philosophical ideas. (G)

Objective(s):

- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples (*for example, folk tales, ballads, dance, and architecture*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 7: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

Rationale:

Because human, national,* and capital resources* are scarce, individuals, households, businesses, governments, and societies must make economic choices about their alternative uses. Economic choices are influenced by economic incentives to use resources efficiently. All economic choices have opportunity costs* with consequences. Technology, the division of labor,* specialization,* and investment* in human and physical capital affects productivity*, economic growth*, levels of employment, equity,* efficiency,* and stability.**

A. Grade Level Benchmark: Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

Objective(s):

- Identifying goods and services and giving examples of each;
- Showing what happens when there are limited resources and unlimited wants and needs; and
- Giving an example of the opportunity cost for an individual decision (*for example, choosing to use money to go to the movies may result in not having enough money to eat at a restaurant*).

B. Grade Level Benchmark: Students understand that economic incentives influence the use of scarce human, capital, and natural resources. (CE)

Objective(s):

- Giving examples of different economic incentives (*for example, landowners are paid rent for the use of their land, people who work are paid a wage, people who save money are paid interest, and successful businesses such as a lemonade stand make a profit*).

C. Grade Level Benchmark: Students understand that resources can be used in many ways and understand the costs of alternative uses. (GE)

Objective(s):

- Describing how consequences of economic choices may affect the future (*for example, using allowance money today for ice cream and candy will not generate savings for a bike in the future*); and
- Identifying similar resources that can be used in a variety of ways (*for example, a piece of vacant land can be used to build a office building, a park, a parking lot, a shopping mall or a soccer field*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 8: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Rationale:

*Economic systems develop to enable societies to determine what goods and services will be produced, how they will be produced, and for whom they will be produced. An economic system can be described as the collection of institutions, laws, activities, and economic incentives that govern economic decision making. Types of economic systems include traditional, * market,* command,* and mixed.* Understanding the nature of different economic systems is essential to understanding the function of economics as a whole and the United States system in particular.*

A. Grade Level Benchmark: Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services. (CE)

Objective(s):

- Identifying the three basic economic questions all economic systems must answer: (*What goods and services will be produced? How will they be produced? For whom will they be produced?*); and
- Identifying different economic systems (*for example, command, market, and traditional*).

B. Grade Level Benchmark: Students understand the fundamental characteristics of the United States economic system*.

Objective(s):

- Describing roles of consumers* and producers* in the U.S. economic system; and
- Describing how the price of goods and services in our U.S. economic system is related to how much of a product or resource there is, and how many people want it.

C. Grade Level Benchmark: Students understand that government actions and policies, including taxes*, spending, and regulations influence the operation of economies. (CE)

Objective(s):

- Recognizing that some goods and services are provided by the government (*for example, firefighters, parks, police, and public schools*); and
- Explaining that government raises revenue by taxing and borrowing to pay for the goods and services it provides.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 9: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Rationale:

Exchange is essential to all economic activity. Individuals, households, businesses, governments, and societies specialize to make the most efficient use of their resources and they trade to obtain other goods and services they need and want. It is essential to understand how trade results in interdependence and economic change.

A. Grade Level Benchmark: Students understand that the exchange of goods and services creates economic interdependence and change.

Objective(s):

- Describing how voluntary exchange of goods and services affects all parties involved in the exchange (*for example, by exchanging clothing for food both parties in the exchange have benefited*);
- Describing the interdependence between households and businesses; and
- Describing how the exchange of goods and services around the world creates interdependence among people in different places (*for example, the production of a candy bar requires ingredients from around the world*).

B. Grade Level Benchmark: Students understand how a country's monetary system* facilitates the exchange of resources.

Objective(s):

- Giving examples of barter as a simple form of exchange;
- Explaining the concept of money;
- Giving examples of the mediums of exchange in the U.S.; and
- Recognizing that different countries use different currencies.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 10: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Rationale:

Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what makes geography unique- - the spatial perspective.

Maps, globes, photographs, satellite images, and geographic information systems* (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities.*

Developing locational knowledge - - for example, knowing where places are and why they are there - - is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks.

Geographic literacy also demands an understanding of how space on Earth is organized. To understand spatial organization requires observation and analysis as well as an awareness that the patterns observed on the Earth's surface reflect geographic processes.*

The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size and locations of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

A. Grade Level Benchmark: Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective. (TS)

Objective(s):

- Identifying the characteristics and purposes of maps, globes, and other geographic tools;
- Reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and
- Displaying information on maps, globes, and geographic models*, and in graphs, diagrams, and charts (*for example; designing map keys* and legends**).

B. Grade Level Benchmark: Students develop knowledge of Earth to locate people, places, and environments. (GE)

Objective(s):

- Identifying major geographic features;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

- Locating places within their own and nearby communities;
- Locating Iowa in relation to the U.S. and the rest of the world;
- Drawing a map of continents and oceans; and
- Identifying a specific location on a map using grids.

C. Grade Level Benchmark: Students know how to analyze the dynamic spatial organization of people, places, and environments. (TS)

Objective(s):

- Defining basic geographic vocabulary such as the concepts of location, direction, distance, scale*, movement, and region using appropriate words and diagrams;
- Describing how places are connected by the movement* of goods and services, ideas and people; and
- Making and defending locational decisions of human activity (*for example, where one would locate a new piece of playground equipment*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 11: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

Rationale:

Knowledge of place helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long term interaction among natural processes. These processes produce the landforms*, water bodies, air, soils, vegetation, animal life, and climate* on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns*, political systems, architecture, commerce, and other activities and enterprises.*

Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalization that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future.

The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgements are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

A. Grade Level Benchmark: Students know the physical and human characteristics of places.

Objective(s):

- Identifying and classifying the characteristics of places as human or physical; and
- Describing how human and physical processes together shape places (*for examples, reforestation may prevent erosion* on slopes in Iowa*).

B. Grade Level Benchmark: Students know how and why people define regions. (GE)

Objective(s):

- Identifying a region as an area with unifying geographic characteristics; and
- Describing similarities, differences, and patterns of change in regions.

C. Grade Level Benchmark: Students know how culture* and experience influence people's perceptions of places and regions. (CS)

Objective(s):

- Identifying ways in which different people view and relate to places and regions.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 12: Students understand how physical processes shape Earth's surface patterns and systems.

Rationale:

Processes of nature create the natural environments upon which human life depends.

Understanding Earth's natural or physical features and the processes that produce them is essential to the study of human life on Earth. However, the focus of instruction is on the social affect not the Scientific principle. It is therefore essential to know the characteristics of landforms, soils, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth's surface.

There are a variety of physical processes, such as weathering, erosion, and vegetation change, that shape the environment over time and space. These processes and their associated patterns can be explained by concepts such as system, boundary*, force, threshold*, and equilibrium*.*

Climates, landforms, and soils are physical systems. An ecosystem - - a complex physical system - - is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.*

A. Grade Level Benchmark: Students know the physical processes that shape Earth's surface patterns.

Objective(s):

- Identifying the components of Earth's physical systems and their characteristics (*for example, air, land, water, plants, and animals and their features*);
- Explaining how Earth-Sun relationships* shape climate and vegetation patterns (*for example, as compared with other regions, polar regions receive low amounts of sun's energy and thus support little vegetation*); and
- Describing how features on Earth's surface are shaped by physical processes (*for example, wet regions have many rivers*).

B. Grade Level Benchmark: Students know how the characteristics and distributions of physical systems of land, air, water, plants, and animals.

Objective(s):

- Identifying characteristics of physical system (*for example, water cycle*);
- Describing local environmental features and identifying the physical system to which they belong (*for example, a lake which is part of the water cycle*); and
- Comparing patterns and distribution of environments within a physical system (*for example, groups of plant and animal life*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 13: Students understand how economic, political, cultural, and social process interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Rationale:

People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and humans environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place, and vision. Culture has meaning beyond a single group in a specific place. The study of the locations, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impeded connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast-moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identified patterns, such as architecture, sacred space, and economic activities. Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social, and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocs. Social and cultural spaces range from households to the administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.

A. Grade Level Benchmark: Students know the characteristics, location, distribution, and migration of human populations. (GE)

Objective(s):

- Identifying the distribution of population, both locally and in other parts of the world;
- Identifying the characteristics of populations, both locally and in other parts of the world; and
- Identifying the causes of human migration

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

B. Grade Level Benchmark: Students know the nature and spatial distribution* of cultural patterns. (MN)

Objective(s):

- Identifying how the elements of culture affect the ways in which people live; and
- Describing how patterns of culture vary across Earth's surface (*for example, using thematic maps* to show patterns of language, religion, and housing types in a community*).

C. Grade Level Benchmark: Students know the patterns and networks of economic interdependence.

Objective(s):

- Identifying the location and distribution of major economic activities; and
- Describing economic networks used in daily life (*for example, transportation and communication networks*).

D. Grade Level Benchmark: Students know the processes, patterns, and functions of human settlement.

Objective(s):

- Classifying the types and patterns of settlements;
- Identifying the factors that affect where people settle (*for example, the availability of transportation and resources*); and
- Describing the spatial characteristics of cities (*for example, residential, recreational, central business district, industrial, commercial areas*).

E. Grade Level Benchmark: Students know how cooperation and conflict among people influence the division and control of Earth's surface. (CS)(GE)

Objective(s):

- Describing how and why people create boundaries; and
- Describing how cooperation and conflict affect neighborhoods and communities.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 14: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Rationale:

Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems- - natural resources - - to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment's capacity and resource base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social, and political conditions.

The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Human interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world's electricity and once-discarded materials are now recycled.

A. Grade Level Benchmark: Students know how human actions modify the physical environment.

Objective(s):

- Identifying how people depend upon, adapt to, and modify the physical environment.

B. Grade Level Benchmark: Students know how physical systems affect human systems.

Objective(s):

- Describing how the physical environment provides opportunities for and places constraint on human activities.

C. Grade Level Benchmark: Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

Objective(s):

- Describing the role of resources in daily life (*for example, discussing the recycling of materials*);
- Identifying the characteristics of renewable* and nonrenewable resources(;
and
- Identifying the spatial distribution of resources

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 15: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Rationale:

This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

A. Grade Level Benchmark: Students know how to apply geography to understand the past. (TS)(CE)

Objective(s):

- Describing how places change over time; and
- Describing how places and environments may have influenced people and events over time.

B. Grade Level Benchmark: Students know how to apply geography to understand the present and plan for the future. (TS)(CE)

Objective(s):

- Describing issues in communities from a spatial perspective; and
- Identifying personal behaviors that can affect community planning.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 16: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.

Rationale:

Citizens need to understand different ideas about civic life, politics*, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States system, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution* sets forth the principles* upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values* and principles* in common that constitute the political culture* of the United States and the founders' original intent. Citizens must understand the fundamental ideas of constitutional government*, its history, and contemporary relevance to develop a reasoned commitment to constitutionalism and rule of law*. Citizens can use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens.*

A. Grade Level Benchmark: Students know and understand what government is and what purpose it serves. (TS)

Objective(s):

- Describing the purposes of government;
- Describing what life would be like without laws and order; and
- Identifying a constitution as a framework for a government.

B. Grade Level Benchmark: Students know the essential characteristics of limited* and unlimited government*.

Objective(s):

- Giving examples of people using power* and people using authority* (*for example, school crossing guards have authority to direct traffic, while bullies have power, but not authority*); and
- Explaining why the power* of a government should be limited (*for example, to limit the misuse or abuse of power*).

C. Grade Level Benchmark: Students understand the principles* of the United States constitutional government*.

Objective(s):

- Identifying the function of the United States Constitution* (*for example, establishes the rules of the United States government*); and
- Giving examples of rights protected by a constitution* (*for example, U.S. Bill of Rights, the state constitution*).

D. Grade Level Benchmark: Students know the distinctive characteristics of the political culture* of the United States.

Objective(s):

- Explaining the importance of respect for individuals, property, rule of law, and civic responsibility.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

E. Grade Level Benchmark: Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.

Objective(s):

- Identifying traditional ideas of representative government of the United States (*for example, individual rights*, common or public good, self-government, justice*, equality of opportunity*); and
- Giving examples of traditional principles* of representative government of the United States (*for example, people are sovereign*, government power* is limited, exercise of authority* directly by voting, indirect authority* by representation*, majority rule*, and minority rights* protected*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 17: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

Rationale:

Preservation of the United States constitutional system requires the participation of an attentive and knowledgeable citizenry. An understanding of political process and the Constitution enhances responsible participation. Law pervades United States society; it is the mechanism through which policy is expressed and debated, disputes resolved, and government limited. When citizens participate by evaluating, monitoring, and influencing policy at the local, state, and national levels, our system will thrive and continue.

A. Grade Level Benchmark: Students know the organization and functions of local, state, and national governments. (G)

Objective(s):

- Identifying what governments do in their school, community, state, and nation*, what services they provide; and how we pay for them.

B. Grade Level Benchmark: Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution. (CS)

Objective(s):

- Identifying limits of authority* for self, school, community, state.

C. Grade Level Benchmark: Students know and understand the place of law in the United States constitutional system.

Objective(s):

- Identifying people and groups who apply and enforce rules and laws as government (*for example, police, judges, legislatures, mayors, principals*);
- Explaining why we have classroom and school rules; and
- Identifying what makes a good rule or law.

D. Grade Level Benchmark: Students know how public policy* is developed at the local, state, and national levels..

Objective(s):

- Identifying how people monitor and influence decisions of their government (*for example, read, follow issues, have discussions, vote, and contact elected representatives*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 18: Students know the political relationship of the United States and its citizens to other nations and to world affairs.

Rationale:

The United States is part of an interconnected world, where the action of one nation can affect the well-being of other nations. To make judgments about the role of the United States in the world today, citizens need to be able to determine what course their foreign policy* should take. An understanding of the role of the United States in the world arena and the processes by which foreign policy* is made and implemented provides the necessary foundation for making judgments about the direction of United States foreign policy*. To take part in analyzing and evaluating proposals for dealing with international issues, citizens need to be aware of worldwide developments and their effects.*

A. Grade Level Benchmark: Students know how and why governments and nongovernmental agencies around the world interact politically. (TS)

Objective(s):

- Identifying examples of international issues.

B. Grade Level Benchmark: Students understand how the United States government develops foreign policy*.

Objective(s):

- Identifying examples of how the United States interacts with other countries (*for example, trade and culture*).

C. Grade Level Benchmark: Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.

Objective(s):

- Describing ways in which the United States and other countries politically influence each other (*for example, making a treaty, trade*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level K-4

Standard 19: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels – local, state, and national.

Rationale:

In order to function effectively as citizens, it is essential that students understand the nature of citizenship and the roles that citizens must play. Citizenship in the United States brings with it rights and responsibilities both at the personal and public levels, including the responsibility to be informed regarding matters of public policy. Citizens who know about and exercise rights and responsibilities ensure that the constitutional republic* of the United States is preserved. Informed voting is commonly perceived as the major way in which citizens can participate in government. Students should understand the many other ways that they can participate in civic life* on an ongoing basis. Understanding and commitment to exercising the roles and skills related to citizenship, students can help influence and shape public policy* and contribute to the maintenance of our way of life.*

A. Grade Level Benchmark: Students know what citizenship is.

Objective(s):

- Identifying the criteria for citizenship in the United States; and
- Explaining how students are citizens in the classroom, school, community, and state (*for example, civic virtue, common courtesy, and honest and fair dealings*).

B. Grade Level Benchmark: Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.

Objective(s):

- Giving examples of civic responsibilities that are important to themselves, their families, community, and state; and
- Identifying important characteristics of an effective citizen that help preserve and strengthen the United States constitutional republic* (*for example, being involved, informed*).

C. Grade Level Benchmark: Students know how citizens can exercise their rights.

Objective(s):

- Identifying important individual economic, personal, and political rights (*for example, freedom of religion, freedom of speech, right to own property*).

D. Grade Level Benchmark: Students know how citizens can participate in civic life*.

Objective(s):

- Identifying ways in which they could take an active part in improving their school and community; and
- Identifying criteria useful in selecting leaders within school.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 1: Understands the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Rationale:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought; for determining the order in time of historical developments; for determining how long they lasted; and for examining the various relationships among historical events. It also provides students with a sense of the their past, which is necessary for them to understand the present and see possibilities for the future.

A. Grade Level Benchmark: Knows the general chronological order of events and people in history.

Objective(s):

- Chronologically organizing major events and people of United States history; and
- Describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world
- Chronologically organizing major events and people of world history.

B. Grade Level Benchmark: Students use chronology to organize historical events and people.

Objective(s):

- Identifying examples of how various cultures* have used calendars to organize and measure time;
- Constructing tiered timelines to show how different series of events happened simultaneously; and
- Illustrating the time structure of events in historical narratives.

C. Grade Level Benchmark: Students use chronology to examine and explain historical relationships.

Objective(s):

- Identifying historical data to determine cause-effect and time-order relationships; and
- Explaining patterns and identifying themes in related events over time.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 2: Students know how to use the processes and resources of historical inquiry.

Rationale:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

A. Grade Level Benchmark: Knows how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypothesis. (TS)

Objective(s):

- Formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;
- Gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and
- Determining if the information gathered is sufficient to answer historical questions.

B. Grade Level Benchmark: Students know how to interpret and evaluate primary and secondary sources of historical information. (TS)

Objective(s):

- Distinguishing between primary and secondary sources;
- Interpreting the data in historical maps, photographs, art works, and other artifacts; and
- Examining data for point of view, historical context, bias, distortion, or propaganda.

C. Grade Level Benchmark: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (TS)

Objective(s):

- Examining current concepts, issues, events, and themes from multiple, historical perspectives.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 3: Students understand that societies are diverse and have changed over time.

Rationale:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contact and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

A. Grade Level Benchmark: Know how various societies were affected by contacts and exchanges among diverse peoples. (GE)(MN)

Objective(s):

- Describing the common traits and characteristics that unite the United States as a nation and a society;
- Describing the history, interactions, and contributions of the various people and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere;
- Describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and
- Explaining how the cultures of the earliest civilizations spread and interacted (*for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica*).

B. Grade Level Benchmark: Students understand the history of social organization* in various societies.

Objective(s):

- Describing the giving examples of basic elements of culture and social organization;
- Explaining how forces of tradition have acted to maintain elements of social organization throughout history;
- Comparing how roles of people have differed throughout history based on various factors (*for examples, gender, age, caste, racial identity, wealth, and/or social position*); and
- Describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (*for example, family structures, community structures*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Rationale:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of the developments in science and technology and of economic activity in order to participate as informed citizens.

A. Grade Level Benchmark: Students understand the impact of scientific and technological developments on individuals and societies. (T)

Objective(s):

- Explaining the significance of the achievements of individual scientists and inventors from many cultures (*for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge*).
- describing and explaining how industrialization influenced the movement of people (*for example, to and from urban, suburban, and rural areas*);
- identifying and explaining the consequences of scientific and technological changes (*for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine*); and
- relating differences in technology to differences in how people live in various regions of the world.

B. Grade Level Benchmark: Students understand how the economic factors have influenced historical events.

Objective(s):

- explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region;
- explaining how economic factors influenced historical events in the United States and in various regions of the world (*for example, the history of Iowa's "boom and bust" economy*); and
- explaining how societies are and have been linked by economic factors.

C. Grade Level Benchmark: Students understand the historical development and know the characteristics of various economic systems.

Objective(s):

- describing the general characteristics of economic systems (*for example, scarcity, growth, distribution of goods and services, production, and consumption*); and
- describing historical events and individuals in the economic development of the United States.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 5: Students understand political institutions and theories that have developed and changed over time.

Rationale:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge of our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and the individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

A. Grade Level Benchmark: Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Objective(s):

- Explaining the historical development of democratic governmental principles and institutions;
- Describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and
- Giving examples of extensions and restrictions of political and civil rights in United States history.

B. Grade Level Benchmark: Students know how various systems of government have developed and functioned throughout history.

Objective(s):

- Identifying the ancient and medieval roots of governmental principles and institutions (*for examples, Hammurabi's Code, Roman Republicanism, Mosaic Law, Greek Democracy, Islamic Law*);
- Describing the basic forms of government, and giving examples of societies that have practiced them (*for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy*); and
- Describing how various other nations have pursued, established, and maintained democratic forms of government.

C. Grade Level Benchmark: Students know how political theories have been acquired, maintained, used, and/or lost throughout history.

Objective(s):

- Describing how attributes of various people have affected their individual political rights (*for examples, gender, racial identity, national origin, property ownership, religion, legal status*);
- Describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (*for example, slavery, serfdom, impressments*).

D. Grade Level Benchmark: Students know the history of relationships among different political powers and the development of international relations.

Objective(s):

- Describing how the relationships between the United States and external political powers developed with the growth of the nation; and
- Identifying basic patterns of political alliances in the modern world.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

Rationale:

From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religion life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

A. Grade Level Benchmark: Students know the historical development of religious and philosophies. (G)

Objective(s):

- Describing religious traditions of various ethnic groups in the United States;
- Describing religious developments in United States history (*for example, the Puritans, the Great Awakening, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities*); and
- Describing different religious concepts that have developed throughout history (*for example, monotheism and polytheism*).

B. Grade Level Benchmark: Students know how societies have been affected by religions and philosophies. (G)

Objective(s):

- Giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and
- Giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.

C. Grade Level Benchmark: Students know how various forms of expression reflect religious beliefs and philosophical ideas. (G)

Objective(s):

- Describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history;
- Giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express;
- Explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and
- Explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 7: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

Rationale:

Because human, national,* and capital resources* are scarce, individuals, households, businesses, governments, and societies must make economic choices about their alternative uses. Economic choices are influenced by economic incentives to use resources efficiently. All economic choices have opportunity costs* with consequences. Technology, the division of labor,* specialization,* and investment* in human and physical capital affects productivity*, economic growth*, levels of employment, equity,* efficiency,* and stability.**

A. Grade Level Benchmark: Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

Objective(s):

- Giving examples of situations where households, businesses, governments, and societies deal with scarcity just as individuals do;
- Identifying types of scarce productive resources and giving examples of each;
- Identifying opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources; and
- Explaining that few economic choices are all-or-nothing propositions and that most economic choices involve tradeoffs.

B. Grade Level Benchmark: Students understand that economic incentives influence the use of scarce human, capital, and natural resources. (CE)

Objective(s):

- Analyzing how economic incentives influence how individuals, households, businesses, governments, and societies use their scarce resources; and
- Identifying different economic goals and giving examples of the tradeoffs among economic goals.

C. Grade Level Benchmark: Students understand that resources can be used in many ways and understand the costs of alternative uses. (GE)

Objective(s):

- Identifying costs and benefits associated with the use of resources to produce goods and services (*for example, using a gas lawnmower involves the cost of gas and upkeep, but provides the benefit of mowing the lawn faster*);
- Identifying externalities* associated with the use of resources; (*for example, using a gas mower creates noise pollution in a neighborhood, but also provides and attractive lawn*);
- Explaining how the use of specific resources will influence the availability of other resources in the future;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Identifying choices individuals, households, businesses, governments, and societies make that impact productivity and the future (*for example, choices about the division of labor, the investment in human and physical capital, specialization, and using technology*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 8: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Rationale:

*Economic systems develop to enable societies to determine what goods and services will be produced, how they will be produced, and for whom they will be produced. An economic system can be described as the collection of institutions, laws, activities, and economic incentives that govern economic decision making. Types of economic systems include traditional, * market,* command,* and mixed.* Understanding the nature of different economic systems is essential to understanding the function of economics as a whole and the United States system in particular.*

A. Grade Level Benchmark: Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services. (CE)

Objective(s):

- Describing the characteristics of a traditional, command, market, and mixed economic system;
- Explaining how different economic systems use different means to produce, distribute, and exchange goods and services;
- Describing how different economic systems affect the allocation of resources (*for example, steel production in the former Soviet Union was determined by economic planners. This affected the allocation of many resources: coal, labor, etc. In the United States, all of these resources are allocated by the market.*)

B. Grade Level Benchmark: Students understand the fundamental characteristics of the United States economic system*.

Objective(s):

- Describing the relationships among supply, * demand,* and price, * and the role these elements play in the U.S. economic system;
- Describing how prices act as signals to producers and consumers to answer the three basic economic questions: (*What goods and services to produce? How will they be produced? For whom will they be produced?*);
- Identifying how fundamental characteristics of the U.S. economic system (*for example, competition, the price system, private property, and profits*) influence economic decision making; and
- Describing the characteristics that make the United States economy a mixed economy.

C. Grade Level Benchmark: Students understand that government actions and policies, including taxes*, spending, and regulations influence the operation of economies. (CE)

Objective(s):

- Identifying governmental activities that affect the local, state, or national economy; and

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Giving examples of the role of government in a market economic system, (*for example, the government enforces property rights, provisions of contracts and provides a standardized monetary system*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 9: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Rationale:

Exchange is essential to all economic activity. Individuals, households, businesses, governments, and societies specialize to make the most efficient use of their resources and they trade to obtain other goods and services they need and want. It is essential to understand how trade results in interdependence and economic change.

A. Grade Level Benchmark: Students understand that the exchange of goods and services creates economic interdependence and change.

Objective(s):

- Describing the relationship among trade, specialization, and interdependence; and
- Describing how economic interdependence between countries around the world affects the standard of living.

B. Grade Level Benchmark: Students understand how a country's monetary system* facilitates the exchange of resources.

Objective(s):

- Explaining that money can be used to express the market value of goods and services in the form of prices;
- Describing the role of banks in the monetary system;
- Recognizing that the use of credit* involves the use of someone else's money at a certain interest rate*; and
- Explaining an exchange rate*;
- Describing the difference between wealth and money.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 10: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Rationale:

Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what geography unique- - the spatial perspective.

Maps, globes, photographs, satellite images, and geographic information systems* (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities.*

Developing locational knowledge - - for example, knowing where places are and why they are there - - is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks.

Geographic literacy also demands an understanding of how space on Earth is organized. To understand spatial organization requires observation and analysis as well as an awareness that the patterns observed on Earth's surface reflect geographic processes.*

The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size and locations of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

A. Grade Level Benchmark: Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
(TS)

Objective(s):

- Explaining the characteristics and purposes of and explaining differences among maps, globes, aerial photographs*, geographic models, and satellite images;
- Identifying several basic types of map projections* (*for example, Mercator* and Robinson Projections**); and
- Interpreting and constructing maps, globes, models, charts, and geographic database*.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

B. Grade Level Benchmark: Students develop knowledge of Earth to locate people, places, and environments. (GE)

Objective(s):

- Identifying and locating each of the fifty states in the United States;
- Drawing an accurate map from memory to answer questions about the location of physical and human features* (*for example, given an incomplete map of Europe and Africa, sketch in the borders of the countries around the Mediterranean Sea*);
- Identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world; and
- Locating places using latitude* and longitude*.

C. Grade Level Benchmark: Students know how to analyze the dynamic spatial organization of people, places, and environments.

Objective(s):

- Explaining fundamental geographic vocabulary such as the concepts of distance, latitude, longitude, interdependence, accessibility*, and connections;
- Analyzing the factors affecting the location of human activities (*for example, the location of a planned development or dam*);
- Explaining different land use* patterns in urban, suburban, and rural areas;
- Describing patterns and processes of diffusion* (*for example, information networks around the world*); and
- Solving locational questions requiring the integration of information from two or more sources.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 11: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

Rationale:

Knowledge of place helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long term interaction among natural processes. These processes produce the landforms*, water bodies, air, soils, vegetation, animal life, and climate* on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns*, political systems, architecture, commerce, and other activities and enterprises.*

Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalization that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future.

The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgements are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

A. Grade Level Benchmark: Students know the physical and human characteristics of places.

Objective(s):

- Describing human and physical characteristics of places; and
- Explaining how places change due to human activity (*for example, center-pivot technology* produces a distinctive pattern of irrigation on the High Plains*).

B. Grade Level Benchmark: Students know how and why people define regions. (GE)

Objective(s):

- Identifying a region by defining its distinguishing characteristics;
- Explaining how and why regions change;
- Describing the relationships and interactions among regions; and
- Analyzing the influences and effects of regional labels and images (*for example, the Sun Belt states attract tourists, retirees, and new businesses*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

C. Grade Level Benchmark: Students know how culture* and experience influence people's perceptions of places and regions. (CS)

Objective(s):

- Describing various perspectives associated with places and regions;
- Explaining how culture and technology affect perception* of places and regions (*for example, U.S. television programs and movies present images of the U.S. to billions of people around the world*); and
- Explaining how places and regions serve as cultural symbols (*for example, Jerusalem as a sacred place* for Christians, Jews, and Muslims*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 12: Students understand how physical processes shape Earth’s surface patterns and systems.

Rationale:

Processes of nature create the natural environments upon which human life depends. Understanding Earth’s natural or physical features and the processes that produce them is essential to the study of human life on Earth. However, the focus of instruction is on the social affect not the scientific principle. It is therefore essential to know the characteristics of landforms, soils, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth’s surface.

There are a variety of physical processes, such as weathering, erosion, and vegetation change, that shape the environment over time and space. These processes and their associated patterns can be explained by concepts such as system, boundary*, force, threshold*, and equilibrium*.*

Climates, landforms, and soils are physical systems. An ecosystem - - a complex physical system - - is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.*

A. Grade Level Benchmark: Students know the physical processes that shape Earth’s surface patterns.

Objective(s):

- Describing how physical processes shape environmental patterns of air, land, water, plants, and animals;
- Explaining how physical processes influence the formation and location of resources;
- Describing the consequences of physical processes on Earth’s surface (*for example, tropical ocean heating supplies energy for hurricanes*); and
- Explaining how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.

B. Grade Level Benchmark: Students know how the characteristics and distributions of physical systems of land, air, water, plants, and animals.

Objective(s):

- Identifying the local and world patterns of ecosystems*; and
- Describing how ecosystems work.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 13: Students understand how economic, political, cultural, and social process interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Rationale:

People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and humans environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place, and vision. Culture has meaning beyond a single group in a specific place. The study of the locations, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impeded connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast-moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identified patterns, such as architecture, sacred space, and economic activities. Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social, and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocs. Social and cultural spaces range from households to the administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.

A. Grade Level Benchmark: Students know the characteristics, location, distribution, and migration of human populations. (GE)

Objective(s):

- Describing the demographic* structure of a population (*for example, the age-sex structure as shown in a population pyramid*);
- Explaining reasons for variation in population distribution; and
- Analyzing the causes and types of human migration and its effect on places.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

B. Grade Level Benchmark: Students know the nature and spatial distribution* of cultural patterns. (MN)

Objective(s):

- Explaining the spatial distribution of cultures, both locally and in other parts of the world;
- Describing how cultures and cultural landscapes* change; and
- Comparing and contrasting elements of different cultural landscapes.

C. Grade Level Benchmark: Students know the patterns and networks of economic interdependence.

Objective(s):

- Identifying the factors that influence the location and distribution of economic activities;
- Explaining why and how countries trade goods and services;
- Explaining reasons for patterns of economic activities on Earth's surface; and
- Explaining how changes in technology, transportation, communication, and resources affect the location of economic activities.

D. Grade Level Benchmark: Students know the processes, patterns, and functions of human settlement.

Objective(s):

- Explaining the causes and effects of urbanization* (*for example, rural-to-urban migration leads to urbanization*); and
- Describing, locating, and comparing different settlement patterns throughout the world.

E. Grade Level Benchmark: Students know how cooperation and conflict among people influence the division and control of Earth's surface. (CS)(GE)

Objective(s):

- Describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface; and
- Describing the forces and processes of cooperation that unite people across Earth's surface (*for example, the nations of Western Europe have joined together in the European Union*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 14: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Rationale:

Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems- - natural resources - - to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment's capacity and resource base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social, and political conditions.

The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Human interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world's electricity and once-discarded materials are now recycled.

A. Grade Level Benchmark: Students know how human actions modify the physical environment.

Objective(s):

- Describing how human modifications of physical environments in one place often lead to changes in other places;
- Explaining the role of technology in the human modification of the physical environment (*for example, damming of the Iowa River, greening of the Negev Desert in Israel*); and
- Describing ways that humans depend upon, adapt to, and affect the physical environment.

B. Grade Level Benchmark: Students know how physical systems affect human systems.

Objective(s):

- Explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; and
- Describing how natural hazards* affect human activities.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

C. Grade Level Benchmark: Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

Objective(s):

- Describing the role of resources in daily life (*for example, discussing the recycling of materials*);
- Describing the worldwide distribution and use of resources;
- Identifying how technology affects the definition of, access to, and use of resources;
- Describing why people have different viewpoints with respect to resource use;
- Explaining the fundamental role of energy resources, and
- Describing ways that resources can be recycled.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 15: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Rationale:

This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

A. Grade Level Benchmark: Students know how to apply geography to understand the past. (TS)(CE)

Objective(s):

- Describing changes in the spatial organization of a society over time;
- Describing how places and environments may have influenced events and conditions in the past; and
- Explaining how differing perceptions of places, people, and resources have affected events and conditions in the past.

B. Grade Level Benchmark: Students know how to apply geography to understand the present and plan for the future. (TS)(CE)

Objective(s):

- Explaining issues in communities from a spatial perspective; and
- Explaining a contemporary issue using geographic knowledge, skill and perspectives.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 16: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.

Rationale:

Citizens need to understand different ideas about civic life, politics*, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States system, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution* sets forth the principles* upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values* and principles* in common that constitute the political culture* of the United States and the founders' original intent. Citizens must understand the fundamental ideas of constitutional government*, its history, and contemporary relevance to develop a reasoned commitment to constitutionalism and rule of law*. Citizens can use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens.*

A. Grade Level Benchmark: Students know and understand what government is and what purpose it serves. (TS)

Objective(s):

- Explaining major idea about why government is necessary (*for example, promote the common good*, protect individual rights*, safety, order*);
- Describing how the United States Constitution limits the power* of government; and
- Comparing and contrasting various ideas about the purpose of government.

B. Grade Level Benchmark: Students know the essential characteristics of limited* and unlimited government*.

Objective(s):

- Comparing limited* and unlimited government*;
- Describing different types of government, limited*, unlimited* and absence of government (*for example, anarchy, oligarchy, constitutional republic*, authorization*, democratic and totalitarian**); and
- Explaining how rule of law* differs from arbitrary decisions of a leader.

C. Grade Level Benchmark: Students understand the principles* of the United States constitutional government*.

Objective(s):

- Explaining the historical foundation of the United States constitutional government* (*for example, the influence of the Roman Republic, Magna Carta, colonial experience, the Declaration of Independence, Articles of Confederation, the importance of the natural rights* philosophy, and social contract**);
- Explaining the essential principles of government stated in the United States Constitution (*for example, the purposes of government as stated in the Preamble, limited government*, separation of powers*, checks and balances* of legislative, executive* and judicial* branches, federalism* and rule of law**);

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Identifying individual rights* protected by the Bill of Rights; and
- Developing and defending positions* on current issues involving constitutional protection of individual rights*.

D. Grade Level Benchmark: Students know the distinctive characteristics of the political culture* of the United States.

Objective(s):

- Explaining how the shared political principles* of the United States Constitution affect citizens (*for example, shared political principles* could be liberty*, equality, justice*, patriotism*, limited government**);
- Developing, evaluating, and defending positions* on how shared political principles* have affected citizens;
- Analyzing why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner; and
- Describing and analyzing the processes that have led to the expansion of rights for more people in the United States (*for example, abolition of slavery, women's suffrage, civil rights movement*).

E. Grade Level Benchmark: Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.

Objective(s):

- Explaining the meaning and importance of each of the following traditional principles* of representative government – individual rights* (*for example, the rights to life, liberty*, and property*), the common good*, self-government, justice*, and equality; and
- Identifying and applying to contemporary situations the fundamental principles* of representative government of the United States (*for example, rule by consent of the people, representative democracy*, rule of law*, the importance of citizen participation, majority rule* and minority rights**).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 17: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

Rationale:

Preservation of the United States constitutional system requires the participation of an attentive and knowledgeable citizenry. An understanding of political process and the Constitution enhances responsible participation. Law pervades United States society; it is the mechanism through which policy is expressed and debated, disputes resolved, and government limited. When citizens participate by evaluating, monitoring, and influencing policy at the local, state, and national levels, our system will thrive and continue.

A. Grade Level Benchmark: Students know the organization and functions of local, state, and national governments. (GE)

Objective(s):

- Explaining major responsibilities of national, state, and local governments;
- Explaining the rationale for taxes and the purposes for which taxes are used;
- Identifying their representatives in the legislative branches*, heads of executive*, and judicial branches*; and
- Explaining which level of government they should contact to get information, express their opinions or get help on specific issues.

B. Grade Level Benchmark: Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution. (CS)

Objective(s):

- Explaining how the Constitution divides the powers* of government among the executive*, legislative*, and judicial branches*, and how each branch can check the powers* of another; and
- Explaining how and why powers* are distributed between local, state, and national governments (*for examples, shared power such as to tax, borrow money, regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control*).

C. Grade Level Benchmark: Students know and understand the place of law in the Iowa and United States constitutional systems.

Objective(s):

- Identifying types of law; juvenile, criminal, civil, and explaining how law protects individual rights* and promotes the common good*;
- Evaluating strengths and weaknesses of a rule or law;
- Describing alternative means of conflict management, including negotiation*, mediation*, arbitration*, and litigation*; and

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Explaining the role and importance of the Bill of Rights in the Iowa and United States constitutional systems (*for example, Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey*).

D. Grade Level Benchmark: Students know how public policy* is developed at the local, state, and national levels.

Objective(s):

- Defining public policy* and identifying examples at local, state and national levels;
- Describing how the public agenda* is shaped by political leaders, interest groups*, media, state and federal courts, and individual citizens;
- Explaining how political parties*, campaigns, and elections influence policy formation;
- Evaluating the role of the media and public opinion in formulating public policy*; and
- Explaining how changing demographics affect civic responsibility.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 18: Students know the political relationship of the United States and its citizens to other nations and to world affairs.

Rationale:

The United States is part of an interconnected world, where the action of one nation can affect the well-being of other nations. To make judgments about the role of the United States in the world today, citizens need to be able to determine what course their foreign policy* should take. An understanding of the role of the United States in the world arena and the processes by which foreign policy* is made and implemented provides the necessary foundation for making judgments about the direction of United States foreign policy*. To take part in analyzing and evaluating proposals for dealing with international issues, citizens need to be aware of worldwide developments and their effects.*

A. Grade Level Benchmark: Students know how and why governments and nongovernmental agencies around the world interact politically. (TS)

Objective(s):

- Defining foreign policy* and describing ways that nations interact with one another diplomatically (*for example, trade, treaties, humanitarian aid, military force*).

B. Grade Level Benchmark: Students understand how the United States government develops foreign policy*.

Objective(s):

- Explaining the powers* the United States Constitution gives to the branches of government in foreign policy*;
- Identifying current foreign policy* issues and evaluating the geopolitical strategies the United States is using to deal with them;
- Describing ways in which citizens can influence the formation of foreign policy; and
- Explaining the relationship between United States foreign policy and national interest.

C. Grade Level Benchmark: Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.

Objective(s):

- Giving examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of United States citizens (*for example, the Gulf War, tariffs, embargoes*);
- Describing the influence of United States political ideas on other nations and the influence of other nations' ideas on the United States;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Describing diplomatic strategies in which agencies of the United States government have sought to help resolve an international problem and/or pursue our national interest or concern (*for example, American diplomats have sought to mediate disputes in Bosnia, Northern Ireland, and the Middle East, participation of United States government officials in international conferences on the environment or population, sending humanitarian aid to countries in conflict*); and
- Describing ways in which nongovernmental agencies and organizations have sought to help with an international problem or concern (*for example, the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases or disasters like Chernobyl*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

Standard 19: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels – local, state, and national.

Rationale:

In order to function effectively as citizens, it is essential that students understand the nature of citizenship and the roles that citizens must play. Citizenship in the United States brings with it rights and responsibilities both at the personal and public levels, including the responsibility to be informed regarding matters of public policy. Citizens who know about and exercise rights and responsibilities ensure that the constitutional republic* of the United States is preserved. Informed voting is commonly perceived as the major way in which citizens can participate in government. Students should understand the many other ways that they can participate in civic life* on an ongoing basis. Understanding and commitment to exercising the roles and skills related to citizenship, students can help influence and shape public policy* and contribute to the maintenance of our way of life.*

A. Grade Level Benchmark: Students know what citizenship is.

Objective(s):

- Explaining the meaning of citizenship in the United States;
- Describing how to become a citizen in the United States (*for example, the process of naturalization*); and
- Identifying significant characteristics of an effective citizen (*for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings*).

B. Grade Level Benchmark: Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.

Objective(s):

- Identifying civic responsibilities (*for example, accepting responsibility for the consequences of one's actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces*);
- Identifying contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities (*for example, accepting responsibility for the consequences of one's actions, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces*); and
- Analyzing the implications of not fulfilling citizen responsibilities.

C. Grade Level Benchmark: Students know how citizens can exercise their rights.

Objective(s):

- Distinguishing between personal and political rights (*for example, freedom of religion, freedom of speech, right to own property*);

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 5-8

- Identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights (*for example, right to vote, petition, assembly*) as distinguished from personal rights (*for example, free speech to express personal taste, freedom of conscience, freedom of movement, privacy rights*);
- Identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and
- Using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation (*for example, Declaration of Independence, Constitution, Bill of Rights, court decisions*).

D. Grade Level Benchmark: Students know how citizens can participate in civic life*.

Objective(s):

- Explaining the meaning of civic life*, politics*, and government;
- Identifying and applying criteria useful in selecting political leaders at local, state, and national levels;
- Explaining how participation in civic and political life can help to solve problems; and
- Describing how to influence public policy* in the politics* and governments of their own classrooms and schools.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 1: Understands the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Rationale:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought; for determining the order in time of historical developments; for determining how long they lasted; and for examining the various relationships among historical events. It also provides students with a sense of the their past, which is necessary for them to understand the present and see possibilities for the future.

A. Grade Level Benchmark: Knows the general chronological order of events and people in history.

Objective(s):

- Identifying events and people that characterize each of the major eras in United States and world history (listed below)

Note: These eras are drawn from Lessons from History: Essential Understanding and Historical Perspectives Students Should Acquire.

Eras in United States History

The Americas to 1600

The Colonial Era, 1500-1754

The Revolutionary Era, 1754-1783

Nation Building, 1783-1815

The Expanding Nation, 1815-1850

Civil War and Reconstruction, 1850 – 1877

Development of the Industrial United States, 1865-1914

The Progressive Era, 1890-1920

Emergence of the United States as a World Power, 1890 – 1920

The 20's: Prosperity & Problems

Depression and New Deal, 1929-1941

World War II and Post War United States, 1939-1961

Contemporary United States, 1961 - Present

Eras in World History

Emergence of Civilizations, to 1000 BC

The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC – 600 AD

The Expansion and Interaction of Civilizations, 600 AD – 1450 AD

The Early Modern World, 1450-1800

The World in the 19th Century

The World in the Contemporary Era

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

B. Grade Level Benchmark: Students use chronology to organize historical events and people.

Objective(s):

- Reconstructing the time structure and identifying connections found in historical narratives;
- Using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions, and
- Describing how history can be organized, using various criteria (*for example, thematically, chronologically, geographically*) to group people and events.

C. Grade Level Benchmark: Students use chronology to examine and explain historical relationships.

Objective(s):

- Distinguishing between cause-and-effect relationships and events that happen occur concurrently or sequentially;
- Analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 2: Students know how to use the processes and resources of historical inquiry.

Rationale:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

A. Grade Level Benchmark: Knows how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypothesis. (TS)

Objective(s):

- Formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and
- Gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

B. Grade Level Benchmark: Students know how to interpret and evaluate primary and secondary sources of historical information. (TS)

Objective(s):

- Explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period;
- Interpreting oral traditions and legends as “histories”;
- Evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and
- Comparing and contrasting the reliability of information received from multiple sources.

C. Grade Level Benchmark: Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (TS)

Objective(s):

- Identifying historical contexts of contemporary issues;
- Identifying how print and electronic media can affect perspectives regarding historical events; and
- Using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 3: Students understand that societies are diverse and have changed over time.

Rationale:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contact and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

A. Grade Level Benchmark: Know how various societies were affected by contacts and exchanges among diverse peoples. (GE)(MN)

Objective(s):

- Describing the interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area that is now the United States, including African, Asian, European, Latino, and Native American;
- Describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion* (*for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation*);
- Explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed; and
- Describing the demographic changes resulting from major migrations in history (*for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration*).

B. Grade Level Benchmark: Students understand the history of social organization* in various societies.

Objective(s):

- Explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;
- Analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;
- Explaining how, throughout history, social organization has been related to distributions of privilege and power; and
- Describing how societies have become increasingly complex in responding to the fundamental issues of social organization.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Rationale:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of the developments in science and technology and of economic activity in order to participate as informed citizens.

A. Grade Level Benchmark: Students understand the impact of scientific and technological developments on individuals and societies. (T)

Objective(s):

- Analyzing the major technological turning points in history (*for example, agricultural revolution, revolutions in transportation, industrial revolution*);
- Explaining how the scientific revolution affected how people lived in and viewed the world;
- Describing and explaining the social and economic changes that resulted from industrialization; and
- Analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.

B. Grade Level Benchmark: Students understand how the economic factors have influenced historical events.

Objective(s):

- Describing how systems of exchange and other economic developments influenced the growth and history of civilizations;
- Explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; and
- Analyzing the relationship between economic factors and social and political policies throughout United States history;
- Explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and
- Describing modern historical developments in economic interdependence (*for example, the emergence of the Pacific Rim, NAFTA, the European Union*), and their impact on individuals and societies.

C. Grade Level Benchmark: Students understand the historical development and know the characteristics of various economic systems.

Objective(s):

- Explaining the historical development of the economic system of the United States;
- Analyzing the history of the relationship between economics systems and the role of governments throughout history;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (*for example, manorialism, mercantilism, capitalism, socialism, communism*); and
- Tracing the historical factors that lead to the transition from local and regional economies to a globally interdependent economy.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 5: Students understand political institutions and theories that have developed and changed over time.

Rationale:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge of our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and the individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

A. Grade Level Benchmark: Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Objective(s):

- Identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy (*for example, Magna Carta, English Bill of Rights, Mayflower Compact*);
- Analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States;
- Identifying and analyzing how historical events have affected the organization of the political system of the United States (*for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements*); and
- Analyzing how the United States' political system has dealt with various constitutional crises (*for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate*).

B. Grade Level Benchmark: Students know how various systems of government have developed and functioned throughout history.

Objective(s):

- Comparing and contrasting the characteristics and effects of the various political systems that developed throughout history (*for example, republics, representative and direct democracy, feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms*);
- Comparing and contrasting the political traditions of Western Hemisphere nations;
- Describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them (*for example, democracy, fascism, and communism*); and
- Explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

C. Grade Level Benchmark: Students know how political power has been acquired, maintained, used, and/or lost throughout history.

Objective(s):

- Explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;
- Analyzing the impact of major revolutions on the realignment of political power throughout the modern world;
- Analyzing how genocide has been used to acquire or maintain political power;
- Describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power;
- Describing and analyzing the major events in the expansion of the political power of the United States (*for example, the American Revolution, the Louisiana Purchase, the Mexican War*);
- Analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (*for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan*); and
- Giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.

D. Grade Level Benchmark: Students know the history of relationships among different political powers and the development of international relations.

Objective(s):

- Describing the characteristics of relationships among political entities in the past (*for example, monarchies, empires, principalities, city-states, federations*);
- Explaining how the growth of nationalism affected the relationships among political powers;
- Describing the eras of United States diplomacy from the Revolution through the modern period (*for example, the Monroe Doctrine, the domino theory, détente*);
- Explaining how the foreign policy of the United States and other nations continues to develop and change; and
- Analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

Rationale:

From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religion life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

A. Grade Level Benchmark: Students know the historical development of religions and philosophies. (G)

Objective(s):

- Describing basic tenets of world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism;
- Tracing the history of how principal world religions and belief systems developed and spread;
- Explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and
- Describing basic ideas of various schools of philosophy that have affected societies throughout history (*for example, rationalism, idealism, liberalism, conservatism*).

B. Grade Level Benchmark: Students know how societies have been affected by religions and philosophies. (G)

Objective(s):

- Giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;
- Explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority;
- Explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and
- Explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

C. Grade Level Benchmark: Students know how various forms of expression reflect religious beliefs and philosophical ideas. (G)

Objective(s):

- Explaining from an historical context why artistic and literary expression have often resulted in controversy; and

- Giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 7: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

Rationale:

Because human, national,* and capital resources* are scarce, individuals, households, businesses, governments, and societies must make economic choices about their alternative uses. Economic choices are influenced by economic incentives to use resources efficiently. All economic choices have opportunity costs* with consequences. Technology, the division of labor,* specialization,* and investment* in human and physical capital affects productivity*, economic growth*, levels of employment, equity,* efficiency,* and stability.**

A. Grade Level Benchmark: Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

Objective(s):

- Explaining how economic choices made by individuals, household, businesses, governments, and societies impose opportunity costs on societies as a whole; and
- Analyzing the relationships between economic goals and the allocation of scarce resources.

B. Grade Level Benchmark: Students understand that economic incentives influence the use of scarce human, capital, and natural resources. (CE)

Objective(s):

- Analyzing how economic incentives influence the economic choices made by individuals, households, businesses, governments, and societies to use scarce human, capital, and natural resources more efficiently to meet their economic goals.

C. Grade Level Benchmark: Students understand that resources can be used in many ways and understand the costs of alternative uses. (GE)

Objective(s):

- Explaining how changes in the investment of resources and specialization by individual, households, businesses, governments, and societies affect productivity (*for example, a firm's investment in training enables its individual workers to produce more.*)
- Analyzing the costs of alternative uses of resources with respect to present and future productivity; and
- Analyzing how the use of technology and the investment in human and physical capital can affect long-range productivity;
- Identifying personal investment strategies for different economic goals, such as retirement, a child's education, or saving for a new house (*students should be familiar with the risk-reward level of various types of investments, how risk is matched with the time horizon of the need for the funds invested, and how mutual funds work*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 8: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Rationale:

*Economic systems develop to enable societies to determine what goods and services will be produced, how they will be produced, and for whom they will be produced. An economic system can be described as the collection of institutions, laws, activities, and economic incentives that govern economic decision making. Types of economic systems include traditional, * market,* command,* and mixed.* Understanding the nature of different economic systems is essential to understanding the function of economics as a whole and the United States system in particular.*

A. Grade Level Benchmark: Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services. (CE)

Objective(s):

- Comparing and contrasting economic systems in terms of their ability to achieve economic goals; and
- Explaining the benefits of the United States economic system.

B. Grade Level Benchmark: Students understand the fundamental characteristics of the United States economic system*.

Objective(s):

- Explaining how businesses, including sole proprietorship,* partnerships,* corporations,* and franchises,* are organized and financed in the U.S. economy;
- Describing how changes in income,* tastes, and preferences, and the prices of substitutes* and complements* can cause changes in demand;
- Describing how changes in the number of producers, production costs, or the prices of substitute and complementary products cause changes in supply; and
- Comparing and contrasting the characteristics of different market structures, including pure competition,* oligopoly,* monopoly,* and monopolistic competition.*

C. Grade Level Benchmark: Students understand that government actions and policies, including taxes*, spending, and regulations influence the operation of economies.

Objective(s):

- Interpreting measurements of inflation rates* and unemployment* rates and relating these to the general economic “health” of the national economy;
- Explaining the impact of government taxing and spending decisions on specific individuals, households, businesses, governments, and societies (*for example, social security and Small Business Administration, national debt*);
- Comparing and contrasting different types of taxes, including progressive,* regressive,* and proportional* taxes;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Describing the economic roles of government, such as establishing fiscal policy*, providing public goods and services, maintain competition, generating and using revenues, promoting employment, stabilizing prices, and sustaining reasonable rates of economic growth (*for example, Medicaid, and public education*); and
- Describing the effects of specific government regulations on different groups, including consumers, employees, and businesses (*for example, unfunded mandates*); and
- Contrasting the concept of customer and consumer.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 9: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Rationale:

Exchange is essential to all economic activity. Individuals, households, businesses, governments, and societies specialize to make the most efficient use of their resources and they trade to obtain other goods and services they need and want. It is essential to understand how trade results in interdependence and economic change.

A. Grade Level Benchmark: Students understand that the exchange of goods and services creates economic interdependence and change.

Objective(s):

- Giving examples of international differences in resources, productivity, and prices that provide a basis for international trade;
- Describing the factors that lead to a nation having a comparative advantage* in trade;
- Explaining effects of domestic politics on international trade;
- Explaining why nations often restrict trade by using quotas,* tariffs,* and non-tariff barriers* to trade (*for example, cars entering the U.S. must have a catalytic converter*); and
- Comparing and contrasting the characteristics of free trade* and restricted trade* (*Example: Embargo*).

B. Grade Level Benchmark: Students understand how a country's monetary system* facilitates the exchange of resources.

Objective(s):

- Explaining the costs and benefits of the use of credit;
- Describing the use of monetary and fiscal policies; and
- Describing how fiscal or monetary policies can affect exchange rates and international trade.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 10: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Rationale:

Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what geography unique- - the spatial perspective.

Maps, globes, photographs, satellite images, and geographic information systems* (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities.*

Developing locational knowledge - - for example, knowing where places are and why they are there - - is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks.

Geographic literacy also demands an understanding of how space on Earth is organized. To understand spatial organization requires observation and analysis as well as an awareness that the patterns observed on Earth's surface reflect geographic processes.*

The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size and locations of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

A. Grade Level Benchmark: Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
(TS)

Objective(s):

- Selecting appropriate maps, map projections, and other graphic representation to analyze geographic problems;
- Constructing maps using fundamental cartographic* principles including translating narratives about places and events into graphic representations;
- Interpreting maps and other geographic tools, through the analysis of case studies and using data; and
- Using geographic tools to represent and interpret Earth's physical and human systems.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

B. Grade Level Benchmark: Students develop knowledge of Earth to locate people, places, and environments. (GE)

Objective(s):

- Drawing a complex and accurate map from memory to answer questions about the location of human and physical features;
- Identifying and locating physical and human features in their own and nearby communities, in the United States, and in the regions of the world (*for examples, rivers, mountains, regions, and countries*); and
- Analyzing maps people make from memory of the same place to determine similarities and differences.
- Locating places using latitude* and longitude*.

C. Grade Level Benchmark: Students know how to analyze the dynamic spatial organization of people, places, and environments.

Objective(s):

- Analyzing geographic information using a variety of scales—local, national, international (*for example, growth issues in Limon, New York City, and Southeast Asia*);
- Analyzing patterns of distribution and arrangement of settlements; and
- Analyzing patterns and processes of the diffusion of human activities.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 11: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

Rationale:

Knowledge of place helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long term interaction among natural processes. These processes produce the landforms*, water bodies, air, soils, vegetation, animal life, and climate* on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns*, political systems, architecture, commerce, and other activities and enterprises.*

Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalization that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future.

The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgements are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

A. Grade Level Benchmark: Students know the physical and human characteristics of places.

Objective(s):

- Analyzing the human and physical characteristics that give a place meaning and significance; and
- Describing the changing human and physical characteristics of places.

B. Grade Level Benchmark: Students know how and why people define regions. (GE)

Objective(s):

- Applying the concept of region to organize the study of a geographic issue using multiple criteria; and
- Analyzing changes in regions and recognizing the patterns of those changes (for example, the Caribbean Basin's transition from a major sugarcane producer to a center for tourism).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

C. Grade Level Benchmark: Students know how culture* and experience influence people's perceptions of places and regions. (CS)

Objective(s):

- Analyzing why places and regions are important to human identity;
- Comparing and contrasting how and why different groups in society view places and regions differently; and
- Analyzing the ways places and regions reflect cultural change (*for example, old mining towns become tourist centers*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 12: Students understand how physical processes shape Earth’s surface patterns and systems.

Rationale:

Processes of nature create the natural environments upon which human life depends.

Understanding Earth’s natural or physical features and the processes that produce them is essential to the study of human life on Earth. However, the focus of instruction is on the social affect not the scientific principle. It is therefore essential to know the characteristics of landforms, soils, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth’s surface.

There are a variety of physical processes, such as weathering, erosion, and vegetation change, that shape the environment over time and space. These processes and their associated patterns can be explained by concepts such as system, boundary*, force, threshold*, and equilibrium*.*

Climates, landforms, and soils are physical systems. An ecosystem - - a complex physical system - - is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.*

A. Grade Level Benchmark: Students know the physical processes that shape Earth’s surface patterns.

Objective(s):

- Identifying the dynamics of the four basic components of Earth’s physical systems: and atmosphere*, biosphere, lithosphere*, and hydrosphere*;
- Explaining the interaction of Earth’s physical systems (*for example, the interaction of climate and ocean water as exemplified by El Niño*); and
- Explaining the variation in the effects of physical processes across Earth’s surface (*for example, the effects of wind variations in shaping landforms*).

B. Grade Level Benchmark: Students know how the characteristics and distributions of physical systems of land, air, water, plants, and animals.

Objective(s):

- Explaining the factors that affect the distribution and characteristics of ecosystems;
- Explaining the importance of ecosystems in understanding the environment; and
- Analyzing the diversity and productivity of ecosystems.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 13: Students understand how economic, political, cultural, and social process interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Rationale:

People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and humans environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place, and vision. Culture has meaning beyond a single group in a specific place. The study of the locations, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impeded connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast-moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identified patterns, such as architecture, sacred space, and economic activities. Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social, and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocs. Social and cultural spaces range from households to the administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.

A. Grade Level Benchmark: Students know the characteristics, location, distribution, and migration of human populations.

Objective(s):

- Evaluating trends and effects of world population numbers and patterns; and
- Analyzing the physical and cultural impact of human migration.

B. Grade Level Benchmark: Students know the nature and spatial distribution* of cultural patterns.

Objective(s):

- Analyzing how cultures shape the character of a region;
- Describing the processes of cultural diffusion*; and

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Describing the effect of technology on the development and change of cultures.

C. Grade Level Benchmark: Students know the patterns and networks of economic interdependence.

Objective(s):

- Comparing and contrasting the characteristics and distribution of economic systems;
- Explaining how places of various size function as centers of economic activity;
- Analyzing factors influencing economic interdependence of countries, including world trade;
- Analyzing connections among local, regional, and world economies (*for example, transportation routes, movement patterns, and market areas*); and
- Analyzing how and why levels of economic development vary among places.

D. Grade Level Benchmark: Students know the processes, patterns, and functions of human settlement.

Objective(s):

- Analyzing the size, arrangement, structure, and function of urban areas;
- Comparing and contrasting the differing characteristics of settlement in developing and developed countries; and
- Examining how and why large cities grow together.

E. Grade Level Benchmark: Students know how cooperation and conflict among people influence the division and control of Earth's surface. (CS)(GE)

Objective(s):

- Analyzing why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales – local, national, and international; and
- Analyzing how differing points of view and self-interests play a role in conflict over territory and resources.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 14: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Rationale:

Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems- - natural resources - - to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment's capacity and resource base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social, and political conditions.

The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Human interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world's electricity and once-discarded materials are now recycled.

A. Grade Level Benchmark: Students know how human actions modify the physical environment.

Objective(s):

- Analyzing ways the human depend upon, adapt to, and affect the physical environment;
- Evaluating ways in which technology has expanded human capacity to modify the physical environment; and
- Explaining the possible global effects of human modification of the physical environment.

B. Grade Level Benchmark: Students know how physical systems affect human systems. (MN)

Objective(s):

- Comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity;
- Identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (*for example, the use of irrigation in arid environments*); and
- Analyzing how humans perceive and react to natural hazards.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

C. Grade Level Benchmark: Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

Objective(s):

- Analyzing how the changing distribution of resources affects the patterns of settlement;
- Evaluating policies and programs for resources use and management; and
- Analyzing the effects of economic activity in modifying and transforming resources.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 15: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Rationale:

This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

A. Grade Level Benchmark: Students know how to apply geography to understand the past. (TS)(CE)

Objective(s):

- Analyzing how changing perceptions of places and environments affect the behavior of people; and
- Analyzing the fundamental role that places and environments have played in history (for example, the Russian winter played an important part in the defeat of Napoleon's army).

B. Grade Level Benchmark: Students know how to apply geography to understand the present and plan for the future. (TS)(CE)

Objective(s):

- Evaluating a contemporary issue using geography knowledge, skills, and perspectives; and
- Comparing and contrasting how different viewpoints influence and development of policies designed to use and manage Earth's resources.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 16: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.

Rationale:

Citizens need to understand different ideas about civic life, politics*, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States system, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution* sets forth the principles* upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values* and principles* in common that constitute the political culture* of the United States and the founders' original intent. Citizens must understand the fundamental ideas of constitutional government*, its history, and contemporary relevance to develop a reasoned commitment to constitutionalism and rule of law*. Citizens can use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens.*

A. Grade Level Benchmark: Students know and understand what government is and what purpose it serves. (TS)

Objective(s):

- Explaining how purposes of government impact the individual and society;
- Analyzing how different forms of government execute the purposes of government; and
- Analyzing and knowing how different forms of government impact the individual (*for example, personal freedom and political liberty*).

B. Grade Level Benchmark: Students know the essential characteristics of limited* and unlimited government*.

Objective(s):

- Comparing and contrasting limited* and unlimited government* (*for example, constitutional republic*, authoritarian*, and totalitarian government**);
- Comparing how constitutions* promote the principles* of a political system and provide the basis for government; and
- Describing how constitutions* and the rule of law* may limit government.

C. Grade Level Benchmark: Students understand the principles* of the United States constitutional government*.

Objective(s):

- Analyzing the political thought that influenced the development of the United States Constitution (*for example, social contract* theory, the major ideas of republicanism*, natural rights* philosophy*);
- Evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and
- Explaining the conditions which are necessary for the United States constitutional government* to operate effectively (*for example, the acceptance of or commitment to common constitutional principles**).

D. Grade Level Benchmark: Students know the distinctive characteristics of the political culture* of the United States.

Objective(s):

- Analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution;
- Analyzing the relationship between the Constitution and the political culture* in which it exists;
- Developing, evaluating, and defending positions* about the importance of adhering to constitutional principles* in managing conflicts over diverse viewpoints (*for example, taxation, civil rights, and balance of power*); and
- Developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens.

E. Grade Level Benchmark: Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.

Objective(s):

- Developing and defending positions* on issues in which traditional principles* of representative government are in conflict, using historical and contemporary examples (*for example, conflicts between liberty* and equality, between individual rights* and the common good**);
- Developing, evaluating, and defending positions* about historical and contemporary efforts to act according to constitutional principles (*for example, abolition movement, desegregation of schools, civil rights movements*); and
- Developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*.

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 17: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

Rationale:

Preservation of the United States constitutional system requires the participation of an attentive and knowledgeable citizenry. An understanding of political process and the Constitution enhances responsible participation. Law pervades United States society; it is the mechanism through which policy is expressed and debated, disputes resolved, and government limited. When citizens participate by evaluating, monitoring, and influencing policy at the local, state, and national levels, our system will thrive and continue.

A. Grade Level Benchmark: Students know the organization and functions of local, state, and national governments. (GE)

Objective(s):

- Analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy (*for example, weak versus strong mayoral system, unicameral* versus bicameral legislature*, legislative approval of presidential appointments*);
- Explaining why states have their own constitutions* and the relationship of state constitutions to the federal constitution (*for example, the “roots” of colonial assemblies, strong state governments*);
- Evaluating the tension between citizens’ desire for government services and benefits, and the costs associated with providing those; and
- Describing major provisions of the Iowa Constitution.

B. Grade Level Benchmark: Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution. (CS)

Objective(s):

- Analyzing how the design of the United States Constitution balances and checks to prevent the abuse of power* (*for example, Marbury v. Madison, Supreme Court packing under New Deal, Watergate*); and
- Developing, evaluating, and defending positions* on historical and contemporary conflicts over the respective roles, balance of power,*, and responsibility between local, state, and federal government.

C. Grade Level Benchmark: Students know and understand the place of law in the Iowa and United States constitutional systems.

Objective(s):

- Explaining the significance of historical and contemporary events to illustrate the central place of the rule of law* (*for example, United States Supreme Court cases such as United States v. Nixon, Mapp v. Ohio, Gideon v. Wainwright*);
- Analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection* of laws for all persons (*for example, Brown v. Board of Education, University of California v. Bakke*);

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Explaining how the state and federal courts' power* of judicial review reflects the United States constitutional government* (*for example, Marbury v. Madison*); and
- Developing, evaluating and defending positions* on current issues regarding judicial protection of individual rights* (*for example, explaining the basic concept of due process* protections, including presumption of innocence, speedy and public trials, right to counsel, trial by jury, right of appeal*).

D. Grade Level Benchmark: Students know how public policy* is developed at the local, state, and national levels..

Objective(s):

- Evaluating the contemporary roles of voters, political parties*, associations, and groups in local, state, and national politics* (*for example, political action committees, interest groups*, think tanks, unions, professional organizations*);
- Analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (*for example, welfare reform*);
- Explaining why conflicts within traditional principles* of representative government may make agreement on issues of public policy* difficult (*for example, a affirmative action, gun control, environmental protection, capital punishment, growth, welfare reform*); and
- Developing, evaluating, and defending positions* about the role of media and public opinion in United States politics* (*for example, ways that government and media influence public opinion and the behavior of public officials*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 18: Students know the political relationship of the United States and its citizens to other nations and to world affairs.

Rationale:

The United States is part of an interconnected world, where the action of one nation can affect the well-being of other nations. To make judgments about the role of the United States in the world today, citizens need to be able to determine what course their foreign policy* should take. An understanding of the role of the United States in the world arena and the processes by which foreign policy* is made and implemented provides the necessary foundation for making judgments about the direction of United States foreign policy*. To take part in analyzing and evaluating proposals for dealing with international issues, citizens need to be aware of worldwide developments and their effects.*

A. Grade Level Benchmark: Students know how and why governments and nongovernmental agencies around the world interact politically. (TS)

Objective(s):

- Identifying and analyzing the effectiveness of solutions used to resolve and international problem or concern by governmental and nongovernmental agencies (*for example, United Nations attempts to resolve political conflicts, attempts to deal with world-wide refugee problems, terrorism, attempts to protect the world's environment*).

B. Grade Level Benchmark: Students understand how the United States government develops foreign policy*.

Objective(s):

- Analyzing how and why domestic politics* may impose constraints or obligations on the ways in which the United States acts in the world, giving current political examples (*for example, understanding treaties and their relationship to the Constitution*); and
- Identifying and analyzing issues concerning the national interests of the United States.

C. Grade Level Benchmark: Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.

Objective(s):

- Evaluating the impact of significant international developments on the United States and other nations (*for example, impact of land mines*);;
- Describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution;

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Giving examples of how foreign policy decisions made by foreign countries affect the United States;
- Giving examples of diplomatic strategies used by the United States government when interacting on significant international issues (*for example, humanitarian and development aid, economic sanctions*);
- Evaluating current international issues in which the foreign policy* of the United States has played a significant role (*for example, world trade negotiations – GATT agreements*); and
- Identifying opportunities for citizens of the United States to participate in the resolution of international problems and concerns (*for example, citizens pressure to release the remains of POWs from Vietnam*).

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

Standard 19: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life* at all levels – local, state, and national.

Rationale:

In order to function effectively as citizens, it is essential that students understand the nature of citizenship and the roles that citizens must play. Citizenship in the United States brings with it rights and responsibilities both at the personal and public levels, including the responsibility to be informed regarding matters of public policy. Citizens who know about and exercise rights and responsibilities ensure that the constitutional republic* of the United States is preserved. Informed voting is commonly perceived as the major way in which citizens can participate in government. Students should understand the many other ways that they can participate in civic life* on an ongoing basis. Understanding and commitment to exercising the roles and skills related to citizenship, students can help influence and shape public policy* and contribute to the maintenance of our way of life.*

A. Grade Level Benchmark: Students know what citizenship is.

Objective(s):

- Explaining the rights and obligations of United States citizens;
- Comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and
- Evaluating the usefulness of the following characteristics of an effective citizen to participate effectively in public life (*for examples, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings*).

B. Grade Level Benchmark: Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.

Objective(s):

- Evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good;
- Evaluating what to do when individual beliefs of constitutional principles* are in conflict; and
- Identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic.

C. Grade Level Benchmark: Students know how citizens can exercise their rights.

Objective(s):

- Identifying the scope and limits of rights (*for example, all rights have limits*);
- Explaining considerations and criteria commonly used in determining what limits should be placed on specific rights (*for example, clear and present danger, national security, public safety*),
- Evaluating different positions on contemporary issues that involve rights of citizens (*for example, restricted membership in organizations, sexual harassment, school prayer, refusal of medical care*); and

Diocese of Davenport
Social Studies Standards and Benchmarks
Grade Level 9-12

- Describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens.

D. Grade Level Benchmark: Students know how citizens can participate in civic life*.

Objective(s):

- Evaluating the effectiveness of various forms of political participation (*for example, voting, attending political and governmental meetings, contacting public officials*);
- Describing various ways one can exercise leadership and participate in public affairs (*for example, campaigning*);
- Demonstrating understanding of strategies for monitoring and influencing current public policy* (*for example, writing to a public official, writing letters to the editor, working with advocacy groups, working on a political campaign or using technology to monitor and influence legislation*); and
- Describing the role of civil disobedience*.

HISTORY GLOSSARY

Standards 1 -6

culture: Refers to learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods -- food, clothing, buildings, tools, and machines.

cultural diffusion: Refers to the process by which the artifacts, technology, customs, and ideas of one culture are spread to other areas.

culture region: Refers to an area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas.

diverse: Refers to having a variety of forms or lands; various kinds of forms.

ethnic groups: Refers to a group of people of the same race or nationality who share a common and distinctive culture.

groups: Refers to any collection of persons considered together as being related in some way. This would include ethnic groups and occupational groups (for example, miners, ranchers, farmers).

historical inquiry: Refers to the process of studying history to find out what, who, why, when, etc., in a logical, problem-solving manner.

historical narrative: Refers to written histories that "tell the story," from the simple to the complex.

primary sources: Refers to historical documents such as reports, maps, photographs, letters, drawing, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.

secondary sources: Refers to written accounts of events of the past that reflect the author's interpretation of these events based on the author's analysis of primary and/or secondary sources of information.

social organization: Refers to the structure of social relations within a group.

society, societies: Refers to a group of human beings living as and/or viewed as members of a community; a structure system of human organization for large-scale community living that furnishes protection, continuity, security, and identity for its members.

ECONOMICS GLOSSARY

Standards 7 - 9

This is a list of technical terms used in the discipline of economics in contrast to terms used in everyday language.

barter - the direct trading of goods and services between people without using money as an intermediate step.

budget deficit - when the amount a household or government spends is greater than their revenues in a given period.

capital resources - resources made by someone which are used to produce other goods or services; for example, machines, tools, factories. Also called physical capital and capital goods.

command economy - an economy in which economic decisions are made largely by an authority such as a government planning agency.

comparative advantage - the principle that a person, firm or country will be better off if it specializes in providing goods and services at a lower opportunity cost.

competition - see "pure competition"

complement - a good or service that is purchased in some proportion to another good or service, such as hot dogs and mustard.

consumers - people who buy and use goods and services; also called buyers.

corporation - a business organization having a continuous existence independent of its members (owners), and power and liabilities distinct from those of its members.

cost - something expended to obtain a benefit or desired result (opportunity cost)

credit - an extension of money or promise by one party to pay another for money borrowed or for goods.

currency - coins and paper money

demand - the different quantities of a resource, good, or service that will be purchased at various possible prices during specific time period.

division of labor - the process whereby workers specialize and perform only a single or a very few steps of a major production task; for example, adding grated cheese to a taco.

economic freedom - consumption and production preferences are individually determined.

economic growth - an increase in real gross domestic product.

economic incentives - factors that motivate and influence human behavior. For example: wages, interest, profits.

economic system - a society's means of deciding what goods and services to produce, and how to produce and distribute them.

economics – Social science concerned chiefly with the way society chooses to employ its limited resources, which have alternative uses, to produce goods and services for present and future consumption.

efficiency - productive efficiency is getting as much output for as few resources as possible.

equity - economic equity is the application of economic concepts of what is "fair" and what is "unfair" to economic policy. People differ in their conception of what represents equity or fairness. Equity is not synonymous with equality.

exchange rate - the price of one country's currency expressed in terms of another country's currency; the domestic price of a foreign currency.

externality - benefit or cost effects on third parties that people did not take into account when they consumed or produced a good or service. For example: air pollution is a cost generated by consuming gasoline in an automobile.

factors of production – human and nonhuman productive resources of an economy usually classified into four groups: land, labor, capital and entrepreneurship.

fiscal policy - a policy that uses changes in taxes and government spending to affect the level of aggregate demand in the economy.

franchise - privilege given to sell products or services in a given area, for example, McDonalds, Office Depot.

free trade - unrestricted trade; trade without tariffs, quotas, or barriers.

gross domestic product (GDP) - the market value of the total output of final goods and services produced in a given year within a nation's borders.

GDP per capita - gross domestic product divided by a nation's population.

goods - objects that can satisfy people's wants.

growth - see: "economic growth".

human resources - workers or labor resources.

incentives – something that arouses or stirs one to action.

income - payments (wages, rents, interest, profits) received for the provision of resources.

inflation - a sustained increase in the average price level of the entire economy, measured by a rate expressed as a percent.

interdependence - a situation where people or nations are mutually dependent because of trade.

interest - the income paid to savers; also the cost for the use of credit.

interest rate -percentage figure representing the price paid for the use of credit.

investment - spending for the production and accumulation of capital resources.

market - an institutional arrangement that helps bring about exchange between buyers and sellers.

market economy -an economic system where most goods and services are exchanged through transactions between households and businesses.

market structure - the physical characteristics of the industry market within which firms interact. For example: the number of firms in the industry.

medium of exchange - anything (usually money) that is accepted as payment for goods and services.

mixed economy - economic system that contains elements of traditional, command, and market decision making.

monetary system - a system that organizes the production and distribution of money and near moneys.

money - any medium of exchange that has a standard of value, and a store of value.

monopolistic competition - a market structure characterized by many firms producing differentiated products in a market with easy entry and exit.

monopoly - control of the production and distribution of a product or service by one firm or a group of firms acting in concert; the absence of competition.

national debt - the sum of all deficits experienced to date. See budget deficit.

natural resources - things in a natural state that are used to produce goods and services. For example: land, minerals, and trees.

non-tariff barriers - legal and administrative obstacles to international trade placed on foreign goods and services which slow their importation into a country. These could include safety and environmental standards.

oligopoly - a market structure containing just a few sellers.

opportunity cost -the highest valued alternative that must be given up when another option is chosen.

partnership - a business owned by two or more individuals.

physical capital - see capital resources.

price - the quantity of money paid for a good or service.

property rights - legal rights to private property include the right to use goods in any manner so long as other people's property rights are not violated, the right to exchange private property, and the right to deny the use of private property to others.

producers - people who combine natural, human, and/or capital resources to make goods or provide services.

production - the output of goods and services resulting from the utilization of economic resources.

productivity - the amount of output produced per unit of input; often measured as output per worker per hour.

profit - the amount of a firm's total revenues in excess of its total costs.

progressive tax - a tax system in which tax rates rise as incomes rise.

proportional tax - a tax whose rate remains constant as the tax base grows larger. Also called a flat tax.

proprietorship - the most simple type of business organization with usually a single person owning the firm.

pure competition/perfect competition - a market structure characterized by many buyers and sellers, firms producing identical products, and no barriers to producers to enter and exit.

quotas - a limit on the quantity of a good that may be imported in a given time period.

regressive tax - a tax system in which tax rates fall as income rises.

rent - a payment made for a natural resource, such as land.

restricted trade - trade with tariffs, quotas, or barriers.

resources - inputs or factors used in the production of goods and services. Resources are generally categorized as land (natural resources), labor, and capital (man-made resources).

saving - disposable income not spent for consumer goods.

scarcity - the condition which exists because resources are in fixed or limited supply relative to demand. Thus a cost must be borne in order to obtain a resource when this condition exists.

services - activities that can satisfy human wants; something that one person does for someone else, usually for a wage.

specialization - a situation that occurs when people produce a narrower range of goods and services than they consume. Occurs when different people do very specific jobs to make a product or provide a service.

sole proprietorship - see proprietorship.

stability - stability in an economy implies low inflation and steady growth rates.

substitute - a good or service that can replace one another, such as butter or margarine.

supply - the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specific time period.

tariff - a tax or duty imposed on imported goods.

tax - a non-voluntary payment to a government for which no good or service is directly received in turn.

technology - the application of scientific knowledge and activities to the production of goods and services.

trade-off - accepting or choosing less of one thing to get more of something else.

traditional economy - both production and distribution is based on procedures devised in the distant past and maintained by law, custom, or belief.

unemployment rate - the amount of people in the labor force without jobs; can be measured as a rate and expressed as a percent.

unfunded mandates – an official command, order, or charge by the government to do something with no funds provided.

wages - payment for human resources or labor; this payment is also known as salaries.

GEOGRAPHY Glossary

Standards 10 – 15

accessibility - the relative ease with which a place can be reached from other places.

aerial (air) photograph - a photograph of part of Earth's surface usually taken from an airplane.

atmosphere - the envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity. The gases are dominated by nitrogen, oxygen, argon, and carbon dioxide and include much smaller percentages of helium, methane, and hydrogen.

biosphere - the realm of Earth that includes all plant and animal life forms.

boundary - the limit or extent within which a system exists or functions, including a social group, a state, or physical feature.

cartographic - pertaining to the design and creation of maps and other geographic representations.

case study - the in-depth examination of a geographic issue in a particular place.

climate - long-term trends in weather elements and atmospheric conditions.

center-pivot irrigation - the use of large sprinklers that distribute irrigation water in a circle, which results in large circular irrigated field patterns.

connections - linkages between places.

culture - learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods Ð food, clothing, buildings, tools, and machines.

cultural diffusion - the spread of cultural elements from one culture to another.

cultural landscape - the human imprint on the physical environment; the humanized landscape as created or modified by people.

database - a compilation, structuring, and categorization of information (print or electronic) for analysis and interpretation.

demographic - pertaining to the study of population statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).

diffusion - the spread of people, ideas, technology, and products among places.

distribution - the arrangement of items over a specified area (synonymous with spatial distributions).

earth - when capitalized, this refers to the planet named Earth.

earth space (see spatial) - the spatial dimension of Earth's surface, the study of which is called geography. The term is used in contrast with the popular term "space", which refers to outer space (away from Earth).

earth-sun relations - the study of the relationships between the Sun and the Earth, which explains day and night, seasons, and major climatic variations on Earth.

ecosystem (ecological system) - a system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

environment - everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist. The natural or physical environment refers to those aspects of the environment produced by natural or physical processes; the human or cultural environment refers to those aspects of the environment produced by human or cultural processes.

equilibrium - the point in the operation of a system when driving forces and resisting forces are in balance.

erosion - the wearing away of parts of Earth's surface by natural forces of wind, water, and ice. Human use of the land can have a major effect on the rate of erosion.

Geographic Information System (GIS) - a geographic database that contains information about the distribution of physical and human characteristics of places or areas. In order to test hypotheses, maps of one characteristic or combination can be produced from the database to analyze the data relationships.

geographic model - an idealized, simplified representation that seeks to portray or explain a particular geographic reality.

geographic tool - a device used to compile, organize, manipulate, store, report, or display geographic information, including maps, globes, graphs, diagrams, aerial and other photographs, satellite-produced images, geographic information systems, and computer databases as well as other software.

geography - the scientific study of the Earth's surface. Geography describes and analyzes the spatial variations in physical, biological, and human phenomena that occur on the surface of the globe and treats their interrelationships and their significant regional patterns.

human characteristics - features and patterns of features on Earth's surface created by humans.

human features - features and patterns of features on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship, and other cultural elements; synonymous with human characteristics and cultural landscapes.

human process - a course or method of operation that produces, maintains, and alters human systems on Earth, such as migration or diffusion.

human system - a collection of human entities that are linked and interrelated, such as a city, an airport, or a transportation network.

hydrosphere - the water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere.

interdependence - people relying on each other in different places or in the same place for ideas, goods, and services.

land use - the range of uses of Earth's surface made by humans. Uses are classified as urban, rural, agricultural, forested, etc., with more specific subclassifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

landform - the shape, form, or nature of a specific physical feature of Earth's surface (for example, plain, hill, plateau, mountain).

latitude - assuming that the Earth is a sphere, the latitude of a point on the surface is the angle measured at the center of the Earth between a ray lying on the plane of the Equator and a line connecting the center with the point on the surface.

legend - synonymous with map key.

lithosphere - the uppermost portion of the solid Earth, including soil, land, and geologic formations.

location - the position of a point on Earth's surface expressed by means of a grid (absolute) or in relation (relative) to the position of other places.

longitude - the position of a point on Earth's surface expressed as its angular distance, east or west, from the prime meridian to 180 degrees.

map key - an explanatory description or legend to features on a map or chart.

map projections - a mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface.

Mercator projection - devised by Gerhard Mercator for his world map in 1569, this projection has the parallels and meridians as straight lines intersecting at right angles. Its main advantage is that lines of constant direction are straight lines, so that it is used widely for navigation; its major disadvantage is that the size of areas becomes increasingly exaggerated toward the poles.

movement - in geography, the interaction across Earth space that connects places. This interaction occurs with flows of human phenomena, such as goods, people, and ideas, and with natural phenomena such as winds, rivers, and ocean currents.

natural hazard - an event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

natural process - synonymous with physical process.

nonrenewable resources - a finite resource that cannot be replaced once it is used (for example, petroleum, minerals).

perception - the feelings, attitudes, and images people have of different places, peoples, and environments. The images people have in their heads of where places are located are called perceptual or mental maps.

physical characteristics - features and patterns of features on Earth's surface caused by physical or natural processes, such as landforms, vegetation, and atmospheric phenomena.

physical /natural process - a course or method of operation that produces, maintains, or alters Earth's physical systems, such as glacial processes eroding and depositing landforms.

physical /natural systems - climates, landforms, and soils are examples of natural or physical systems. For a more complete definition of physical systems, refer to the rationale statement on page thirteen.

places - locations having distinctive characteristics which give them meaning and character and distinguish them from other locations.

population pyramid - a bar graph showing the distribution by gender and age of a country's population.

Region - an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

renewable resource - a resource that can be regenerated if used carefully (for example, fish, timber).

resource - an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

Robinson projection - developed by Arthur Robinson in 1963, this projection has the parallels as straight lines; the central meridian is a straight line but the others are arcs. No point is completely free of distortion, which increases toward the poles. It is widely used for thematic world maps.

sacred place - an area recognized by a group of people to have religious significance.

satellite Image - an image produced by a variety of sensors, such as radar, microwave detectors, and scanners, which measure and record electromagnetic radiation. The collected data are turned into digital form for transmission to ground receiving stations. The data can be reconverted into imagery in a form resembling a photograph.

scale - on maps, the relationship or ratio between a linear measurement on a map and the corresponding distance on Earth's surface. For example, the scale 1:1,000,000 means that one unit (inch or centimeter) on the map and represents 1,000,000 similar units on Earth's surface. The term small scale sometimes refers to the study of small areas.

settlement pattern - the spatial distribution and arrangement of human habitations, including rural and urban centers.

social process - a course or method of operation that produces, maintains, or alters human systems on Earth, such as migration or diffusion. Synonymous with human process and cultural process.

spatial - pertains to space on Earth's surface; refers to distances, directions, areas and other aspects of space.

spatial distribution - the location shown on a map of a set of human or physical features that represents an aspect of a specified phenomenon within an area, for example, the set of locations of all two-story houses built between 1930 and 1940 in Denver.

spatial perspective - the point of view that emphasizes the essential issue of place--embodied in specific questions such as Where is it? Why is it there? --as a fundamental dimension of human experience.

spatial organization - the mode in which Earth space is structured by or implicated in the operation of social and/or physical processes.

surface pattern - the real or geometric arrangement of the human and/or physical features in an area on or near Earth's surface, as in the pattern of a spatial distribution.

system - a collection of entities that are linked and interrelated, such as hydrologic cycle, cities, and transportation modes.

technology - application of knowledge to meet the goals, goods, and services needed and desired by people.

thematic map - a map representing a specific spatial distribution, theme, or topic (for example, population density, cattle production, or climates of the world).

threshold - in physical and environmental processes, the point in the operation of a system when a jump or relatively great change occurs in response to a minor input; in an economic context, the minimum population needed for a service (for example, an auto dealer) to locate in a central place.

urbanization - a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places.

weathering - the breaking down, disintegration, or dissolving of Earth's surface and subsurface rocks and minerals by physical, chemical, and organic process.

CIVICS GLOSSARY **Standards 16 - 19**

arbitration - Process by which the parties to a dispute submit their differences to the judgment of an impartial person or group appointed by mutual consent or statutory provision.

authoritarian government - System of rule in which the government recognizes no formal limits but may, nevertheless, be restrained by the power of other social institutions.

authority - Right to control or direct actions of others, because of law, morality, custom, or consent.

bicameral legislature - A legislature which has two legislative chambers.

checks and balances - Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.

civic life - Public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.

civic values - Individual rights including life, liberty, property, and the pursuit of happiness; the common or public good; self government; justice; equality; openness and free inquiry; truth; and patriotism.

civic virtue - Dedication of citizens to the common welfare, even at the cost of their individual interests.

civil disobedience - Refusal to obey civil laws regarded as unjust, usually by employing methods of passive resistance, and willingness to accept legal consequences.

common good - Benefit or interest of a politically organized society as a whole.

constitution - A written or unwritten plan for government.

constitutional government - System of rule in which formal and effective limits are placed on the powers of the government.

constitutional republic - System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare within the parameters of a constitution.

democracy - Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

democratic republic - A term used to reflect that the United States form of government combines the best principles of both a democracy and a republic to limit the power of the government and to protect the inalienable rights of all individual citizens.

developing, evaluating, and defending positions - Students should be able to complete research and cite evidence for positions taken on historical or contemporary issues.

due process - Right of every citizen to be protected against arbitrary action by government. Every person involved in a legal dispute is entitled to a fair hearing.

equal protection - The state of having either comparable access to opportunity or results from condition education, employment, political participation, and similar areas.

executive branch - Branch of government that carries out the laws made by the legislative branch; and in the national government, makes treaties with foreign governments and conducts wars.

federalism - The division of power between the state and federal government. The federal government's powers to make laws are listed in the Constitution and the remaining powers are reserved for the states.

foreign policy - Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries. Much domestic policy has foreign policy implications.

individual rights - Rights possessed by individuals rather than those rights claimed by groups.

interest group - Organized body of individuals who share some goals and try to influence public policy to meet those goals.

judicial branch - Branch of government that interprets and applies the constitution and laws through a system of courts.

justice - Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

legislative branch - Branch of government that makes the laws; in the federal government, this is Congress; in the Colorado state government, this is the General Assembly.

liberty - Freedom from unjust or undue governmental control.

limited government - The constitutional principle that governmental power is limited through restrictions imposed by the Constitution.

litigation - Legal proceedings.

majority rule - Rule by more than half of those participating in a decision.

mediation - Act of resolving or settling differences by using an intermediary agent between two or more conflicting parties.

minority rights - Rights of any group less than a majority.

nation - Political organization that claims sovereignty over a defined territory and jurisdiction over the people in that territory.

natural rights - Belief that individuals are naturally endowed with basic human rights; those rights that are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law. The Declaration of Independence states that these natural rights include the rights of "Life, Liberty and the pursuit of Happiness."

negotiation - Process of arranging or settling by conferring or discussing.

patriotism - Loyalty to one's country and its values and principles.

political culture - Fundamental beliefs and assumptions of a people about how government and politics should operate.

political party - Any group, however loosely organized, which seeks to elect government officials under a given label.

politics - Methods by which individuals and groups try to influence operations of government.

power - Ability or official capacity to exercise control; authority.

principles - Basic rules that guide or influence thought or action.

public agenda - Issues that command the attention of public officials.

public policy - Body of laws, rules, guidelines and court decisions by which an open society organizes and conducts its affairs.

representation - The right or privilege of being represented by delegates having a voice in a legislative body.

republic/republicanism - A form of government in which power is held by the people. The government is administered by officers elected by the people to serve their interests.

rule of law - Principle that every member of a society, even a ruler, must follow the law.

separation of powers - Division of governmental power among several institutions that must cooperate in decision making.

social contract - A theory developed by Locke to explain the origin of legitimate government. This theory posits agreement among all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.

sovereign - A person or body of persons in whom the supreme power of the state is vested.

totalitarian government - Government in which one person or party exercises absolute control over all spheres of human life and opposing parties are not permitted to exist.

unicameral legislature - A legislature which has a single legislative chamber.

unlimited government - Governmental power not limited through constitutional restrictions.