

Social Studies

Topic: The Historical Perspective

- *Learning Outcome:* Chronologically sequence key events in order to examine relationships and explain cause and effect.
 - Performance Objective(s):
 - Construct and interpret timelines of people and events in the history of Massachusetts and the United States from the Colonial period to the present.
 - Describe major factors that characterize Colonial period to the present in United States History.
 - Identify some of the major eras in World History and describe their defining characteristics.

Topic: The Historical Perspective

- *Learning Outcome:* Understand narratives about the major eras of United States and World History by identifying, analyzing, and evaluating the people involved, describing the setting, and sequencing events.
 - Performance Objective(s):
 - Draw upon narratives and graphic data to explain and analyze significant events that shaped the development of Massachusetts as a state and the United States as a nation from the Colonial Period to the present.
 - Identify and explain how individuals in history demonstrated good character and personal virtue.
 - Select events and individuals from the past that have had global impact on the modern world and describe their impact.

Topic: The Historical Perspective

- *Learning Outcome:* Reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.
 - Performance Objective(s):
 - Use primary and secondary sources to analyze significant events that shaped the development of Massachusetts as a state and the United States as a nation from the Colonial period to the present.
 - Identify and analyze the viewpoints of the various schools of historical scholarship in U.S. and World History.
 - Select contemporary problems in the world and compose historical narratives that explain their antecedents.

Topic: The Historical Perspective

- *Learning Outcome:* Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
 - Performance Objective(s):
 - Identify major decisions in the history of Massachusetts and the United States from the Colonial Period to the present, analyze contemporary factors contributing to the decisions and consider alternative courses of action.
 - Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
 - Identify major decisions in World History, analyze contemporary factors contributing to the decisions and consider alternative courses of action.

Topic: The Historical Perspective

- *Learning Outcome:* Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences (con't).
 - Performance Objective(s):
 - Identify and evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.

- Analyze key decisions by drawing upon appropriate historical analogies.

Topic: The Geographic Perspective

- *Learning Outcome:* Analyze and evaluate the locations and characteristics of places, cultures, and settlements.
 - Performance Objective(s):
 - Describe how major world issues and events affect various people, societies, places and cultures in different ways.
 - Explain how culture might affect individual and group perceptions.

Topic: The Geographic Perspective

- *Learning Outcome:* Analyze and evaluate the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and interrelationships among them.
 - Performance Objective(s):
 - Describe the environmental consequences of major world processes and events.
 - Assess the relationship between property ownership and the management of resources.

Topic: The Geographic Perspective

- *Learning Outcome:* Describe, compare, and analyze the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
 - Performance Objective(s):
 - Analyze and describe major world patterns of economic activity and analyze the reasons for the patterns.
 - Evaluate and explain how events have causes and consequences in different parts of the world.

Topic: The Geographic Perspective

- *Learning Outcome:* Describe and compare the physical and cultural characteristics of states, regions, and countries and explain the processes that created them.
 - Performance Objective(s):
 - Explain how major processes affect people, places, and cultures.
 - Explain how major world regions are changing.
 - Analyze and communicate how processes such as population growth, economic development, urbanization, resource use, international trade, global communication, and environment are affecting different world regions.
 - Describe major patterns of economic development and political systems and explain some of the factors causing them.

Topic: The Geographic Perspective

- *Learning Outcome:* Describe and analyze the causes, consequences, and geographic context of major global issues and events and predict their implications for the future.
 - Performance Objective(s):
 - Explain how geography and major world processes influence major world events.
 - Explain the causes and importance of global issues involving cultural stability and change, economic development, international trade, resource use, environmental impact, conflict and cooperation, and propose a way in which they may affect the future.

Topic: The Civic Perspective

- *Learning Outcome:* Identify the purposes and functions of national, state and local governments in the United States, describe how citizens organize governments to accomplish their purposes, and assess the effectiveness of these governmental structures.
 - Performance Objective(s):
 - Explain the advantages and disadvantages of a federal system of government.
 - Evaluate how effectively the federal government is serving the purposes for which it was created.
 - Evaluate the relative merits of the United States presidential system and parliamentary systems.

Topic: The Civic Perspective

- *Learning Outcome:* Explain the meaning and origin of the ideas and core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
 - Performance Objective(s):
 - Explain how these fundamental ideas and values foster and challenge the concept of diversity in U.S. life.
 - Use the ideas in the Declaration of Independence and Constitution to evaluate the conduct of citizens and the practices of government.
 - Discuss how civil law sometimes conflicts with moral law.

Topic: The Civic Perspective

- *Learning Outcome:* Describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.
 - Performance Objective(s):
 - Using actual cases, evaluate the effectiveness of civil and criminal courts in the United States.
 - Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.
 - Explain the amendment process and evaluate possible amendments to the Constitution.

Topic: The Civic Perspective

- *Learning Outcome:* Explain how American governmental institutions, at the local, state and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.
 - Performance Objective(s):
 - Explain the theory of federalism.
 - Identify the articles of the Constitution which highlight the relationship between the federal, state and local branches of government.
 - Evaluate proposals for reform of the political system.
 - Analyze causes of the tension between the branches of government.

Topic: The Civic Perspective

- *Learning Outcome:* Understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.
 - Performance Objective(s):
 - Describe the influence of the American concept of democracy and individuals rights in the world.
 - Evaluate foreign policy positions in light of national interests and American values.
 - Decide what the relationship should be between the United States and international organizations.

Topic: The Civic Perspective

- *Learning Outcome:* Add in a world civic responsibility...

Topic: The Economic Perspective

- *Learning Outcome:* Describe and demonstrate how economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
 - Performance Objective(s):
 - Design a strategy for earning, spending, saving, and investing resources.
 - Evaluate how alternative solutions to societal problems such as health care, housing or energy impact households.
 - Select and analyze an economic issue affected by the forces of scarcity and choice.

Topic: The Economic Perspective

- *Learning Outcome:* Explain and demonstrate how businesses respond to supply and demand when organizing, producing, and using resources to equip the marketplace.
 - Performance Objective(s):
 - Outline the decision-making process a business goes through when deciding to export to a foreign market.
 - Evaluate ways to resolve conflicts resulting from differences between business interests and community values.

Topic: The Economic Perspective

- *Learning Outcome:* Explain how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.
 - Performance Objective(s):
 - Describe the use of economic indicators and assess their accuracy.
 - Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.
 - Compare governmental approaches to economic growth in developing countries.

Topic: The Economic Perspective

- *Learning Outcome:* Explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
 - Performance Objective(s):
 - Use case studies to illustrate how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive market.
 - Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.
 - Compare and contrast a free market economic system with other economic systems.
 - Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.

Topic: The Economic Perspective

- *Learning Outcome:* Describe how trade generates economic development and interdependence, and analyze challenges and benefits for individuals, producers and governments.
 - Performance Objective(s):
 - Trace the historical development of international trade.
 - Explain how specialization, interdependence and economic development are related.
 - Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.

Topic: Inquiry

- *Learning Outcome:* Acquire information from books, maps, newspapers, data sets and other sources; organize and present the information in maps, graphs, charts, timelines; interpret the meaning and significance of information; and use a variety of electronic technologies to assist in accessing and managing information.
 - Performance Objective(s):
 - Research, in-depth, information pertaining to a specific social studies topic using a variety of sources and electronic technologies.
 - Use traditional and electronic means to organize, interpret, and communicate information pertaining to a specific social studies topic.

Topic: Inquiry

- *Learning Outcome:* Conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting both orally and in writing, and making use of appropriate technology.
 - Performance Objective(s):
 - Conduct an investigation prompted by a social studies question, draw conclusions, and compare alternative interpretations of findings.
 - Report the results of investigation including procedures followed and a rationale for conclusions.

Topic: Public Discourse and Decision Making

- *Learning Outcome:* State an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.
 - Performance Objective(s):
 - Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.

Topic: Public Discourse and Decision Making

- *Learning Outcome:* Engage peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences and working toward making decisions.
 - Performance Objective(s):
 - Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions.

Topic: Public Discourse and Decision Making

- *Learning Outcome:* Develop a position on a public issue and justify the position with reasoned arguments.
 - Performance Objective(s):
 - Present an argument expressing and justifying decisions on public policy issues.

Topic: Citizen Involvement

- *Learning Outcome:* Consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how

one acts in a virtuous and ethically responsible way as a member of society.

- Performance Objective(s):
- Develop strategies and conduct activities to address matters of public policy from the Catholic perspective.