

St. Philomena School

**MODEL CONTENT STANDARDS
&
GRADE LEVEL EXPECTATIONS**

HISTORY

INTRODUCTION

St. Philomena School Model Content Standards for History

Why Study History?

The study of history is essential in developing citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Without history, a society shares no common memory of where it has been, of what its core values are, or of what decisions of the past account for present circumstances. Lacking a collective memory of important things, people lapse into political amnesia, unable to understand what newspapers are saying, to hear what is in – or left out of – a speech, or to talk to each other about public questions. To quote the Bradley Commission on History in Schools, the study of history ...

“helps students to develop a sense of ‘shared humanity’; to understand themselves and ... how they resemble and how they differ from other people, over time and space; to question stereotypes of others, and of themselves; to discern the difference between fact and conjecture; to grasp the complexity of historical cause; to distrust the simple answer and the dismissive explanation; to respect particularity and avoid false analogy; to recognize the abuse of historical ‘lessons’ and to weigh the possible consequences of such abuse; to consider that ignorance of the past may make us prisoners of it; to realize that not all problems have solutions; to be prepared for the irrational, the accidental, in human affairs, and to grasp the power of ideas and character in history.”
(Gagnon, 1988).

Such a broad and deep understanding of history enriches individual experiences as students go on to take their place as stewards of the principles of a democratic society, as inheritors of many cultures, and as members of an economically interdependent and culturally diverse world.

Why History Standards?

A national debate is under way over the structure of, and standards for, the social studies curriculum in schools. Some contend that standards should be written for the social studies, not for individual disciplines within that field. Others contend that each of the disciplines, such as history, geography, and civics, makes its own unique contribution to the social studies and therefore requires separate standards. House Bill 93-1313 specifically calls for model content standards in history, geography, and civics. Therefore, the Standards and Assessments Development and Implementation Council, in articulating a position that is consistent with that legal obligation, has developed Model Content Standards for History.

The Council adopted the position that history and geography provide the frameworks of time and place on which the concepts of the other social studies disciplines can be organized. The identification of separate standards for history, geography, and civics is in no way intended to specify that the content be taught in that manner. Rather, history and geography should be seen as broadly integrative subjects that serve as the essential

links among the social studies. This perspective empowers educators to make professional choices about when to address the discrete pieces of individual disciplines and when integration is most appropriate.

As the reader examines these six standards, it may be useful to consider that they fall into two categories. The first two standards address the processes involved in the study of history, chronological organization, and historical inquiry. The remaining four standards outline the areas of content to be studied, that is, what students need to know. While there is certainly overlap, this distinction may help the reader better understand the structure of the standards.

Model Content Standards

History

- 1. Students understand 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.**

STANDARD 1:

Students understand 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 their past, which is necessary for them to understand the present and see possibilities for the future.

1.1 Students know the general chronological order of events and people in history.

1.2 Students use chronology to organize historical events and people.

1.3 Students use chronology to examine and explain historical relationships.

GRADE K

- Distinguish between past, present, and future time, such as “before and after”, “yesterday,” “today,” and “tomorrow”;
- Identify the beliefs and related behavior of characters in stories from times past, and the consequences of their actions;
- Know the ‘birthday’ of our nation, July 4.

GRADE 1

- Create a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community
- Differentiate broad categories of historical time such as “long, long ago,” “yesterday,” “today,” and “tomorrow”;
- Use a calendar and distinguish between day, week, month, and year;
- Identify examples of change and continuity in their own lives, the history of their school and community, and in the ways people lived long ago and today.

GRADE 2

- Distinguish between past, present, and future time;
- Create an historical narrative of their own, such as their families’, their school’s, or community’s history or construct a brief oral narrative describing, in sequence, a past event;
- Develop “picture timelines” of their own lives or events in the history of their own or another family, using photos from home, drawing pictures to fill any gaps, and arranging the set chronologically to identify events or actions and their consequences;

- Sequence events by days, weeks, months, and years;
- Create an historical narrative of their own, such as their families', their school's, or community's history (e.g. compare a student's day in RI from the 19th century to the present), establish a chronology for the story, providing a beginning, a middle, and an end.

GRADE 3

- Discuss the general chronological order of significant people, groups and events in the history of the community;
- Group events by broadly defined eras in the history of their local community;
- Identify events or actions and their consequences as shown in local or family history.

GRADE 4

- Create time lines that show people and events in sequence by years, decades, centuries;
- Describe a cause and effect relationship in a sequence of events.

GRADE 5

- Demonstrate a chronological understanding of the study of the Colonial Era (1500 – 1754) including characteristics of English colonies in North America; differences among Spanish, French and English colonies; the interaction of Native American, black and colonial cultures, the “planting” and nurturing of new societies;
- Demonstrate a chronological understanding of the study of the Revolutionary Era (1754 – 1783) including the causes of the revolution, the establishment of the government through the Declaration of Independence and the consequences of the Revolution;
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.

GRADE 6

- Construct various time lines of history in the regional development of the Western Hemisphere from 2000 BC to the present, highlighting landmark dates, technological changes, major political and military events;
- Trace patterns of change and continuity in the Western Hemisphere from long ago throughout the 20th century, using a variety of information sources.

GRADE 7

- Construct various time lines of history in the regional development of North America from pre-history to 1850, highlighting landmark dates, technological changes, major political and military events;
- Trace patterns of change and continuity in North America from long ago until 1850, using a variety of information sources;
- Compare and contrast the distribution growth rates, and characteristics of human population with attention to settlement patterns in North America;

- Demonstrate a chronological understanding of the study of major topics in the study “The American Nation” including demographic expansion, market expansion, early industrial revolution, industrial revolution, the plantation system and growth of cities (until 1850);
- Demonstrate a chronological understanding of the major topics in the study “The American Nation” including the Louisiana Purchase, Indian policy and treaties, Manifest Destiny, the significance of the War with Mexico, interaction of white and black Americans, the Social, economic, political impact of the West on the growing nation.

GRADE 8

- Construct various time lines of American history starting with 1850, highlighting landmark dates, technological changes, major political and military events;
- Demonstrate a chronological understanding of the study of the major topics in *The American Nation* including geographic and demographic expansion; market expansion, early industrialization (industrial revolution: the plantation system, growth of cities, the immigrants and their experiences);
- Demonstrate a chronological understanding of the study of the major topics in *The American Nation* including the Louisiana Purchase, Indian policy and treaties; Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans, and the social, economic, and political impact of the West on the growing nation; the Civil War, Reconstruction, The West, Becoming a World Power, World War I, World War II, the Cold War Era, Prosperity and Reform, and New Directions;
- Demonstrate a chronological understanding of the Civil War and Reconstruction (1850 – 1877) including the slave system in the Old South and its defenders and opponents; the causes, conduct, and course of the war and the failures of Reconstruction;
- Trace patterns of change and continuity in the history of the United States and compare the laws of various people of various cultures from long ago until the 21st Century America.

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.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

2.2 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADE K

- Pose questions about the lives of children in the past;
- Identify examples of connections between past and present in their own lives (e.g. new family members, change of address).

GRADE 1

- Form questions to direct their investigation and analysis of family artifacts, historical documents, sites, and other records of the past;
- Listen to or read historical stories, myths, or legends, and compare, contrast and discuss, the different experiences of people in the various tales;
- Recognize how writing, photographs, and graphs show events in the past (e.g. daily journals, class scrapbook, hundred day time line);
- Identify examples of connections between past and present in their own lives.

GRADE 2

- Pose and answer questions about the lives of children and families in the past;
- Read geographic symbols and identify the geographic features of places represented in picture maps, air photos, and terrain models of places now and in the past (e.g. name and locate the town, city, community, or state where they reside).

GRADE 3

- Pose and answer questions about the history of their community;
- Gather information about the past from fiction and non-fiction books, oral histories, photographs, newspapers, and art work;

- Read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, their absolute and relative locations, and the distance and direction involved;
- Use available technology to obtain historical information;
- Identify how diaries, historical photographs and artwork are used to record history;
- Present examples of connections between past events and present day situations;
- Compare evidence we have from settlers in the west, Native American Indians, and journalists that show how various people lived in North America in the 18th and 19th centuries.

GRADE 4

- Gather historical data from oral history, interviews, diaries, letters, newspapers, speeches, texts, maps, photographs, and artwork. (Topics may vary widely, but techniques for verifying information should be constant.);
- Use available technology to obtain historical information;
- Distinguish fact from fiction by comparing documentary sources addressing historical figures and events with fictionalized characters and events of common eras.

GRADE 5

- Pose and answer questions about key events in the history of the early US;
- Suggest how things might have turned out differently if those involved in a historical event in our nation's history had chosen a different course of action;
- Analyze historical narratives to identify the facts the author involved has provided, and evaluate the credibility of the generalization or interpretation the author has presented;
- Compare the characters and events in historical fiction with primary sources such as the historical sites themselves; artifacts of the time available in museums, journals, diaries, and photos of the historical figures in the story; and news articles and other records from the period in order to judge the historical accuracy of the story;
- Locate on a US map major physical features, bodies of water, exploration and trade routes, the state that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War (draw a map of the Confederate States);
- Discuss what our country would be like today if the Confederates won the Civil War.

GRADE 6

- Gather information from multiple sources, including electronic databases, to understand events from varying perspectives;
- Interpret information from historical maps, photographs, art works, and other artifacts from the past;
- Analyze the regional development of Europe and Asia vis-a vis physical, economic and cultural characteristics and historical evolution from 1000AD to the present.

GRADE 7

- Pose and answer questions based on the history of the early North, Central and South American civilizations.

GRADE 7 & GRADE 8

- Identify, analyze and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and make generalizations about events and life in US history in the 19th century
- Recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity;
- Distinguish fact from fiction by examining documentary sources.

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 contacts 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.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

3.2 Students understand the history of social organization in various societies.

GRADE K

- Explore the history of Native Americans in relation to the 1st Thanksgiving.

GRADE 1

- Describe the history of national and community celebrations (e.g. Labor Day, Veterans Day, Memorial Day, Cinco de Mayo, Juneteenth, etc.);
- Identify various national holidays and the heroism and achievements of the people associated with them;
- Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Wampanoag, Blackfoot, Comanche, Crow, Kiowa, Dakota, Ute, Cheyenne, Arapaho, Lakota (Sioux);
- Recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state;
- Identify reasons for living in a group;
- Recognize that there are families and cultures around the world (e.g. the culture of Mexico and Meso-Americans, Sudan, Ukraine, etc.).

GRADE 2

- Describe various holidays and celebrations in different cultures;
- Identify ways that people in neighborhoods can help and support each other (e.g. yard care, Neighborhood Watch, snow shoveling, etc.).

GRADE 3

- Compare various family structures;
- Identify the cultural heritage evident in their community (e.g. restaurants, stores, and place names);
- Explain the cultural origins of place names in the community;
- Identify ways that people in communities have helped and supported each other now and in the past.

GRADE 4

- Recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community and state;
- Describe the history, interactions, and contributions of various people and cultures that have lived in or migrated to the area that is now RI (e.g. immigrant groups);
- Identify reasons for living in social groups;
- Describe important components of the common cultural heritage of the US as a whole (e.g. English language, government, family structure, and education).

GRADE 5

- Describe growth and change in America from colonial times to 1861 with emphasis on territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California (note the effects of geography on settlement);
- Describe the growth and change in America from 1801 to 1861 with emphasis on the effects of geography, climate, canals and river systems, economic incentives, and “frontier spirit”, which influenced the movement of people, goods and services;
- Describe the physical, cultural, historical and economic differences among the three colonial regions: New England Colonies, Middle Colonies, Southern Colonies;
- Describe the growth and change in America from colonial times to 1861 with emphasis on the principal relationship between the US and Canada and the European powers (include discussion of the Monroe Doctrine), and describe how international relationships influenced western expansion.

GRADE 6

- Describe the history, interactions and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere’s history;
- Explain how the cultures of the earliest civilizations spread (for example, the civilizations of the river valleys of India, Mesopotamia, Europe, etc.).

GRADE 7

- Compare Incan to Aztec and Mayan Civilizations.

GRADE 7 & GRADE 8

- Describe the common traits and characteristics that unite the US as a nation and as a society (note and describe those cultural characteristics and beliefs which can divide us if we permit it);
- Describe how the social roles and the characteristics of social organization have both changed and endured in the US throughout its history (e.g. family structures, English language, community structures, etc.).

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 developments in science and technology and of economic activity in order to participate as informed citizens.

- 4.1 Students understand the impact of scientific and technological developments on individuals and societies.**
- 4.2 Students understand how economic factors have influenced historical events.**
- 4.3 Students understand the historical development and know the characteristics of various economic systems.**

GRADE K

- Identify four basic needs of families – shelter, food, clothing, and love;
- Understand that families make and buy some of their needs.

GRADE 1

- Distinguish between needs and wants;
- Discuss computers, telephones, and other communication tools;
- Identify scientific and technological developments that affect the family or school environment (e.g. computers, copy machines, telephones, television, kitchen appliances and cars);
- Give examples of different ways that resources can be allocated (e.g. sharing, authority, and “first-come, first-served”);
- Draw upon pictures, stories, and field trips to local museums in order to write a story or draw a picture that explains the changes in family life that occurred when the family no longer had to hunt for food, could be supported on smaller plots of land, and could acquire surplus for storage and trading;
- Identify money as a limited resource;
- Identify food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources.

GRADE 2

- Describe how people obtain goods and services (barter, trade, and money);
- Identify countries that the US trades with.

GRADE 3

- Describe the impact of various technological developments on the local community (e.g. irrigation, transportation, and communication);
- Describe economic needs and wants of a community (e.g. education, recreation, transportation and city services);
- Identify economic resources of the community (e.g. goods and services);
- Explain how supply and demand affects the resources in a community.

GRADE 4

- Identify or describe individual achievements of scientists and inventors from many cultures;
- Describe the economic reasons why people move to and from a location.

GRADE 5

- Describe the general characteristics of economic systems (e.g. scarcity, growth, distribution of goods and services, production, and consumption);
- Describe growth and change in America from colonial times to 1861 including the impact of inventions such as the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America;
- Describe growth and change in America from colonial times to 1861 including the development and use of money, saving, and credit.

GRADE 6

- Identify and explain the consequences of scientific and technological changes (e.g. navigation, transportation, printing, weaponry, agriculture, communication, and medicine);
- Explain how societies are and have been linked by economic factors
- Distinguish between developed and developing countries in the Western Hemisphere and relate the level of development to the quality of life (What part does education play in development, or the lack thereof?);
- Relate the differences in technology to differences in how people live in various regions of the world.

GRADE 7

- Analyze the impact of European expansion into the Americas in view of the trade in slaves, tobacco, rum, fur, and gold; and economic and cultural transformations (e.g. plants like tobacco and corn became available in new places; arrival of the horse in the Americas, etc.);
- Describe and identify how industrialization influenced the movement of people (e.g. to, and from, urban, suburban, and rural areas).

GRADE 7 & GRADE 8

- Explain how economic factors influenced historical events in the US and in various regions of the world (e.g. pre and post Civil War period; slave system).

GRADE 8

- Analyze industrialization and urbanization, women's suffrage, reaction to working conditions, and the rise of organized labor;
- Explain how the economy of the Western US has historically depended upon natural resources.

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 for 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 of 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.

- 5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.**
- 5.2 Students know how various systems of government have developed and functioned throughout history.**
- 5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.**
- 5.4 Students know the history of relationships among different political powers and the development of international relations.**

GRADE K

- Learn patriotic songs, the Pledge of Allegiance;
- Identify examples of rules, such as sharing and taking turns, and the consequences of breaking them;
- Identify examples of honesty, courage, determination, individual responsibility and patriotism in American history in stories, in folklore, and in everyday life.

GRADE 1

- Identify national symbols, heroes and holidays in the US (e.g. flag, eagle, July 4th, Pledge of Allegiance, George Washington as “father of our country”);
- Explain the making of rules by direct democracy (everyone votes on the rules) and by representative government (a smaller elected body makes the rules) with examples of both in their classroom, school and community;
- Give examples of how families and communities depend on each other (e.g. community services, and citizen participation).

GRADE 2

- Explain the need for and benefits of rules and personal responsibility in a neighborhood or community;
- Give examples of various ways decisions are made (e.g. majority vote, compromise, and personal);
- List ways citizens can interact with local government (e.g. letter writing, and public meetings).

GRADE 3

- Explain why cities and towns have laws to maintain order and protect citizens;
- Describe the functions of city government;
- Give examples of different heads of government (e.g. presidents, kings, mayors, and governors);
- Describe how political leadership is acquired in the community;
- Explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities;
- Explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice and equality under the law.

GRADE 4

- Identify historical figures from diverse backgrounds in the US who have advanced the rights of individuals, and promoted the common good;
- Identify and study the contents of the US Constitution and discuss how it affects our lives;
- Explain the importance of national celebrations, symbols, and ideas in their historical context as well as today;
- Describe the purpose, structure, and functions of state government;
- Explain why rules and laws have been established and enforced in states and nations;
- Give examples of how states and regions have become interdependent.

GRADE 5

- Explain the causes, major figures, and consequences of the American Revolution (e.g. “no taxation without representation,” Intolerable Acts, Paul Revere’s ride, Declaration of Independence, George Washington, Thomas Jefferson, Valley Forge, etc.);
- Study and analyze the ideas set forth in the US Constitution and the Bill of Rights as related to British and American heritage, the Mayflower Compact, and the Articles of Confederation;
- Relate the US Constitution and the Bill of Rights to the powers granted to the Congress, the president, the Supreme Court and those reserved to the states;
- Describe the challenges faced by the new US government with emphasis on the writing of the new constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights;

- Give examples of extensions and restrictions of political and civil rights in US history (e.g. Emancipation Proclamation, slavery);
- Describe how attributes of various Colonial people affected their individual rights in that era (e.g. gender, racial identity, national origin, property ownership, religion, legal status).

GRADE 6

- Describe how other nations have pursued, established, and maintained democratic forms of government;
- Identify the ancient and medieval roots of governmental principles and institutions (e.g. Hammurabi's Code, Roman republicanism, Mosaic Law, Greek Democracy, Islamic Law);
- Explain the historic and geographic importance of river valley civilizations (e.g. Nile, Huang He, Tigris Euphrates, etc.).

GRADE 7

- Describe the basic forms of government, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, theocracy, republic, democracy);
- Describe how military and/or economic expansion resulted in the assumption or seizure of political power throughout history.

GRADE 8

- Identify the causes, key events and effects of the Civil War and Reconstruction, with emphasis on the events leading to secession and war; and the impact of Reconstruction of the South;
- Identify leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison, etc.;
- Describe how forms of involuntary servitude have been used to maintain and expand political power throughout history (e.g. slavery, serfdom) (discuss 21st century Sudan and other slave nations of today);
- Explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life (emphasize western settlement and changing federal policy toward the Indians);
- Describe how the relationships between the US and external powers developed with the growth of the nation (build on the wars addressed in seventh grade and apply sequence, causes, affects of World War II, Korean War and Vietnam) Sample Questions: 1) What circumstances seem common to all our major wars? 2) How did war with Japan differ from war with Germany in World War II? 3) In what ways were the war in the Pacific (Japan) and war in Europe (Germany/Nazis) similar? 4) What does V.E. day stand for? 5) What does V.J. day stand for?;
- Identify key leaders of World War I, World War II, Korean War and Vietnam;
- Explain specific ways in which events in each of the preceding wars affect us today (how was our nation changed by these wars?);

- Study the personal histories of Hitler, Mussolini, Tojo, DeGaulle, Churchill, Eisenhower, MacArthur and others.

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 religious 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.

6.1 Students know the historical development of religions and philosophies.

6.2 Students know how societies have been affected by religions and philosophies.

6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.

GRADE K

- Recite the Pledge of Allegiance and recognize it as a statement of our country's foundation;
- Participate in various forms of artistic expression (e.g. folk dances, songs, games and visual arts);
- Share songs of our faith.

GRADE 1

- Identify traditions in their family (e.g. Thanksgiving traditions, Kwanza, Hanukkah, Christmas, etc.);
- Identify celebrations in their families;
- Participate in various forms of artistic expression (e.g. folk dances, songs, games and visual arts).

GRADE 2

- Recognize that families have different traditions
- Recite the Pledge of Allegiance and recognize it as a statement of our country's foundation;
- Identify celebrations and practices traditional in their communities (e.g. harvest days, cultural celebrations, and historical celebrations);
- Identify various art forms used in celebrations (e.g. dance, music, parades and holiday celebrations);

- Learn formulations of the “Golden Rule” as expressed in major religions and ethical teachings, and practice applying it in their treatment of others.

GRADE 3

- Recognize that families have different traditions based on their individual beliefs and values;
- Identify the variety of churches, service, and other organizations and the importance they play in their community;
- Give examples of forms of expression that depict the history, daily life and beliefs of their community (e.g. art, architecture, and community celebrations).

GRADE 4

- Recognize that peoples develop traditions that transmit their beliefs and ideas (e.g. marriage ceremonies, feasts, naming of infants);
- Give examples of how the beliefs of people are reflected in the celebrations and practices of their communities;
- Give examples of forms of expression that depict the history, daily life and beliefs of various peoples (e.g. folk tales, ballads, dance and architecture).

GRADE 5

- Describe religious traditions of various ethnic groups in Colonial US;
- Describe religious developments in US history (e.g. the Puritans, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of ‘utopian’ religious communities);
- Give examples of how religious and philosophical beliefs defined standards of right and wrong, good and evil, and justice and injustice in Colonial America.

GRADE 6

- Describe different religious concepts that have developed throughout history (e.g. monotheism and polytheism);
- Describe how societies have used various forms of arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history;
- Explain how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies;
- Study and explain the artistic, religious, oral traditions, and the architecture of Stone Age, Egypt, India, China;
- Explain the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds;
- Explain the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity;
- Explain the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connection with Judaism and Christianity.

GRADE 7 & GRADE 8

- Give examples of the unique art forms that characterize the various ethnic groups in the US and their religious beliefs and philosophical ideas throughout history.

GRADE 8

- Compare the non-violent “passive resistance” movements of Martin Luther King, Jr. and Mahatma Gandhi with political change forced through violence (e.g. Castro/Cuba, Mao Tse-tung/China, American Revolution, the War Between the States, etc.).