

GRADE: K

TEAM/DEPARTMENT OUTCOMES (K-2)		Standards
1	SWBAT identify symbols, historical figures and culture that played a role in American history, Georgia history and the history of the Church.	
2	SWBAT construct a map with a legend.	
3	SWBAT construct a timeline by placing events in chronological order.	
4	SWBAT identify similarities and differences within cultures and geographic systems.	
5	SWBAT explain the role of citizens within communities.	
6	SWBAT describe how governing bodies of society function.	
7	SWBAT describe the role of producer and consumer in an economic system.	
8	SWBAT identify primary and secondary sources.	
COURSE OUTCOMES (K)		Standards
1	SWBAT illustrate steps of everyday activities in chronological order using pictures.	SSKH3
2	SWBAT identify key American symbols, holidays, and prominent historical figures.	SSKH1, SSkH2
3	SWBAT recognize key features of maps and the globe.	SSKG2, SSKG3
4	SWBAT describe family celebrations and customs.	SSKG1
5	SWBAT define the role of community helpers.	SSKE1
6	SWBAT describe how to be a good citizen.	SSKCG1, SSKCG2
7	SWBAT explain how money is used.	SSKE2, SSKE3, SSKE4
UNIT CONCEPTS (K)		Standards
1	Marvelous Me: How do I fit in?	
2	All in the Family: What is the role of the family?	
3	Community Friends: How do we help each other?	
4	Living in Community: What do we want? What do we need?	
5	My Country 'Tis of Thee: What makes our country unique?	
6	Welcome to Our World: Where in the world are we?	
UNIT GOALS (K)		Standards
1	SWBAT describe changes in self, family, and familiar environments.	
2	SWBAT recognize the family unit as a foundation of society.	
3	SWBAT demonstrate rules of good citizenship and the roles of community helpers.	
4	SWBAT explain the difference between wants and needs.	
5	SWBAT identify people, events, and symbols that have shaped our country.	
6	SWBAT recognize the difference between a map and a globe.	

GRADE: 1

TEAM/DEPARTMENT OUTCOMES (K-2)		Standards
1	SWBAT identify symbols, historical figures and culture that played a role in American history, Georgia history and the history of the Church.	

2	SWBAT construct a map with a legend.	
3	SWBAT construct a timeline by placing events in chronological order.	
4	SWBAT identify similarities and differences within cultures and geographic systems.	
5	SWBAT explain the role of citizens within communities.	
6	SWBAT describe how governing bodies of society function.	
7	SWBAT describe the role of producer and consumer in an economic system.	
8	SWBAT identify primary and secondary sources.	
COURSE OUTCOMES (1)		Standards
1	SWBAT organize events in chronological order.	SS1H1
2	SWBAT identify contributions made by historical figures using primary and secondary sources.	SS1H1, SS1H2, SS1CG1, SS1CG2
3	SWBAT locate features on a basic map and globe.	SS1G2, SS1G3
4	SWBAT explain how geographical features influence settlement location and culture.	SS1G1
5	SWBAT demonstrate the roles of community members.	SS1CG1
6	SWBAT label producers, consumers, goods, and services.	SS1E1, SS1E2, SS1E3, SS1E4
UNIT CONCEPTS (1)		Standards
1	Walk this Land: What are the geographic features of my America?	
2	Saints and Heroes: Who made a difference in forming my America?	
3	Changing Times: How was America settled?	
4	Walk this Way: What are the characteristics of my leaders today?	
5	Show Me the Money: What is my role in the American economy?	
UNIT GOALS (1)		Standards
1	SWBAT label locations and geographic features on a map and globe.	SS1G2, SS1G3
2	SWBAT describe the lives of historical and legendary figures in America.	SS1H1, SS1H2, SS1CG1
3	SWBAT identify similarities and differences in how America was settled and how we live today.	SS1H1, SS1G1
4	SWBAT identify the social responsibilities of good citizens.	SS1CH1, SS1CH2
5	SWBAT describe people's responsibilities as both producers and consumers.	SS1E1, SS1E2, SS1E3, SS1E4

GRADE: 2

TEAM/DEPARTMENT OUTCOMES (K-2)		Standards
1	SWBAT identify symbols, historical figures and culture that played a role in American history, Georgia history and the history of the Church.	
2	SWBAT construct a map with a legend.	
3	SWBAT construct a timeline by placing events in chronological order.	
4	SWBAT identify similarities and differences within cultures and geographic systems.	
5	SWBAT explain the role of citizens within communities.	
6	SWBAT describe how governing bodies of society function.	
7	SWBAT describe the role of producer and consumer in an economic system.	
8	SWBAT identify primary and secondary sources.	

COURSE OUTCOMES (2)		Standards
1	SWBAT create a timeline by placing historical contributions in chronological order.	SS2G2, SS2H1
2	SWBAT describe similarities and differences in past and present life in Georgia using primary and secondary sources.	SS2H1, SS2H2, SS2G2
3	SWBAT explain how topographical features of Georgia's geography impacted the life and times of historical figures.	SS2G1, SS2G2
4	SWBAT identify the role of city, state, national, and Church leadership.	S2CG1, SS2CG2, SS2CG3
5	SWBAT identify significant state, national, and religious locations using pictures and maps.	SS2CG4, SS2E2
6	SWBAT demonstrate how the availability of goods and services contributes to an economy.	SS2E1, SS2E2, SS2E3, SS2E4
UNIT CONCEPTS (2)		Standards
1	Georgia Landforms: What are they?	
2	Georgia's First People: Who were they?	
3	Georgia Grows Up: How does Georgia become a colony?	
4	Famous Americans: What were their contributions?	
5	Community Leaders: Who leads our city, state, nation, and Church?	
6	From Peach to Peach Pie: How do goods and services drive the economy?	
UNIT GOALS (2)		Standards
1	SWBAT produce a map with different land forms.	SS2G1, SS@G2
2	SWBAT describe the cultures of Native Americans in Georgia.	SS2H2, SS2G2
3	SWBAT sequence the events of how Georgia was settled.	SS2H1
4	SWBAT identify the kinds of contributions that impacted the growth of Georgia and US.	SS2H1
5	SWBAT indicate roles of community leaders.	SS2CG1-4
6	SWBAT demonstrate how people obtain goods and services.	SS2E1-4

GRADE: 3

TEAM/DEPARTMENT OUTCOMES (3-5)		Standards
1	SWBAT utilize primary and secondary sources to explain the historical periods, places, events, and movements of the United States, including history of the Catholic church.	
2	SWBAT interpret global features and draw conclusions using map skills, graphs, and charts.	
3	SWBAT explain the contributions, challenges, and conflicts of various cultures in American society.	
4	SWBAT describe the components and functions of the United States government.	
5	SWBAT describe historical foundations, regions, and landforms in the United States.	

6	SWBAT apply basic economic principles to personal and government finances.	
COURSE OUTCOMES (3)		Standards
1	SWBAT identify geographical relationships and cultural and physical features within their community, state, region, nation, and the world using maps and globes.	SS3G1
2	SWBAT describe how different historical figures impact cultural and geographic systems.	SS3G2, SS3CG2
3	SWBAT apply basic economic principles of supply and demand.	SS3E1, SS3E3
4	SWBAT explore connections with various communities and their cultural contributions to the development of the community.	SS3E2, SS3E3
5	SWBAT explain political roots of our modern democracy in the United States of America.	SS3H1
6	SWBAT discuss the lives of Americans who expanded people's rights and freedoms in our democracy.	SS3H2
7	SWBAT apply the basic principles of personal savings and spending.	SS3E4
UNIT CONCEPTS (3)		Standards
1	Maps: What are they and how do we use them?	
2	Interdependence and Trade: How does it affect and help those involved? (When I want what you have...)	
3	Modern Democracy in the U.S.: What are our political roots?	
4	I'm a citizen! What are my rights and responsibilities?	
5	Culture and Community: How do I become part of my community and church?	
UNIT GOALS (3)		Standards
1	SWBAT interpret and utilize information presented on maps.	
2	SWBAT describe basic economic concepts as related to personal and governmental finances in their local community and daily lives.	
3	SWBAT explain the importance of the basic principles that provide the foundation of a republic.	
4	SWBAT explain the rights and freedoms that make up a democracy through the lives of historical figures. (See appendix for list of figures)	
5	SWBAT employ ways to integrate themselves into the local Catholic community.	

GRADE: 4

TEAM/DEPARTMENT OUTCOMES (3-5)		Standards
1	SWBAT utilize primary and secondary sources to explain the historical periods, places, events, and movements of the United States, including history of the Catholic church.	
2	SWBAT interpret global features and draw conclusions using map skills, graphs, and charts.	
3	SWBAT explain the contributions, challenges, and conflicts of various cultures in American society.	
4	SWBAT describe the components and functions of the United States government.	

5	SWBAT describe historical foundations, regions, and landforms in the United States.	
6	SWBAT apply basic economic principles to personal and government finances.	
COURSE OUTCOMES (4)		Standards
1	SWBAT explain the events, ideas, and technological advances that shaped Native American cultures, European Explorations, and British Colonial America and led to westward expansion and growth of the US from 1607-1850s.	SS4H1, SS4H2, SS4H3, SS4H4, SS4H5, SS4H6
2	SWBAT draw conclusions based on information from maps and globes.	SS4G1, SS4G2,
3	SWBAT to explain the functions of government and development of individual rights within a democratic society.	SS4H7, SS4CG1, SS4CG2, SS4CG3, SS4CG4
4	SWBAT describe how economic development impacted American society.	SS4E1
5	SWBAT explain the impact of personal spending and saving decisions.	SS4E2
6	SWBAT explain the contributions, challenges, and conflicts of various cultures in American society from British Colonial America through the 1850s.	SS4CG5
UNIT CONCEPTS (4)		Standards
1	Native Americans: from the tundra to the desert, how did they survive?	
2	European arrival in North America: They came, they saw, they conquered!	
3	From Jamestown to Savannah... British Colonial America	
4	Give Me Liberty or Give Me Death: the American Revolution	
5	Building a foundation: Land of the Free and Home of the Brave	
6	Westward Expansion: Here we grow!	
7	Citizenship: Individual rights and the common good	
8	Is a dollar earned a dollar spent? Learning from our past to be a responsible spender	
UNIT GOALS (4)		Standards
1	SWBAT describe how Native Americans used their environment to further develop society.	
2	SWBAT explain reasons, obstacles, and accomplishments of European exploration.	
3	SWBAT explain the factors that shaped British Colonial America.	
4	SWBAT explain the causes and effects of the American Revolution.	
5	SWBAT describe the structure and responsibilities of the US government.	
6	SWBAT explain westward expansion of America between 1801 and 1861.	
7	SWBAT explain the necessity of respecting the rights of others and promoting the common good.	
8	SWBAT relate historical events and basic economic concepts to their personal spending.	

GRADE: 5

	TEAM/DEPARTMENT OUTCOMES (3-5)	Standards
--	---------------------------------------	------------------

1	SWBAT utilize primary and secondary sources to explain the historical periods, places, events, and movements of the United States, including history of the Catholic church.	
2	SWBAT interpret global features and draw conclusions using map skills, graphs, and charts.	
3	SWBAT explain the contributions, challenges, and conflicts of various cultures in American society.	
4	SWBAT describe the components and functions of the United States government.	
5	SWBAT describe historical foundations, regions, and landforms in the United States.	
6	SWBAT apply basic economic principles to personal and government finances.	
COURSE OUTCOMES (5)		Standards
1	SWBAT analyze information acquired through the use of maps and globes.	SS5G1
2	SWBAT explain the events, ideas, and technological advances that shaped America from the 1850s to the present.	SS5H1, SS5H2, SS5H3, SS5H5, SS5H9
3	SWBAT describe US involvement in world affairs from 1850s to the present.	SS5H4, SS5H6, SS5H7, SS5H8, SS5H9
4	SWBAT describe the impact different people, groups, and events had on shaping the US government.	SS5H5, SS5H8
5	SWBAT analyze how the evolution of the US Constitution impacts the American way of life.	SS5CG1, SS5CG2, SS5CG3
6	SWBAT explain the economic developments of the US in terms of geography, industry, agriculture, and transportation.	SS5G2, SS5E1, SS5E2, SS5E3
7	SWBAT explain why personal spending and saving decisions are important.	SS5E4
UNIT CONCEPTS (5)		Standards
1	Civil War: A nation divided!	
2	Reconstruction: Putting the pieces back together.	
3	WWI: America's role	
4	Great Depression & the New Deal: A changing role for government	
5	WWII: Our neighbors' conflict	
6	US involvement in world affairs: 1950s to the present	
7	US geography: Where in the US is...?	
8	US Constitution: "We the People..."	
9	Personal Spending: My Piggybank	
UNIT GOALS (5)		Standards
1	SWBAT explain the causes, major events, and consequences of the Civil War.	
2	SWBAT analyze how the American way of life changed following the Civil War through the turn of the century.	
3	SWBAT describe US involvement in WWI and post WWI America.	
4	SWBAT explain how the Great Depression and New Deal affected the lives of Americans.	
5	SWBAT describe the US involvement in WWII.	

6	SWBAT explain the reasons for and the consequences of US involvement in world affairs.	
7	SWBAT identify US physical features and geographic regions on a map	
8	SWBAT analyze how the US Constitution protects citizens' rights.	
9	SWBAT create and maintain a personal budget.	

GRADE: 6

TEAM/DEPARTMENT OUTCOMES (6-8)		Standards
1	SWBAT analyze, with scaffolding, the causes and effects of major events and roles of key individuals from the Civil War to the present.	
2	SWBAT compare and contrast how physical geography influences development of civilizations, cultures, governments, and economics.	
3	SWBAT compare and contrast world civilizations throughout history.	
4	SWBAT distinguish major global forms of government and analyze its impact on economics.	
5	SWBAT debate global perspectives supported by primary and secondary sources.	
6	SWBAT apply data to demonstrate critical thinking skills.	
7	SWBAT correlate history to Catholic identity.	
COURSE OUTCOMES (6)		Standards
1	SWBAT compare and contrast cultures and religions of Latin America, Canada, Europe, and Australia.	
2	SWBAT analyze the impact of geography and human interaction on Latin America, Canada, Europe, and Australia.	
3	SWBAT analyze primary and secondary resources related to world civilizations.	
4	examine contributions of Latin America, Canada, Europe, and Australia as they transition to the modern world.	
5	SWBAT interpret visual representations reflecting geopolitical changes in Latin America, Canada, Europe, and Australia.	
6	SWBAT explain the correlation between global conflicts and economics within Latin America, Canada, Europe, and Australia.	
UNIT CONCEPTS (6)		Standards
1	Where in the World Are We?	
2	How did Europe/Russia influence the world?	
3	How did Latin America influence the world?	
4	How did Canada influence the world?	
5	How did Australia influence the world?	
UNIT GOALS (6)		Standards
1	SWBAT interpret visual representations of major countries and physical features within Europe, Latin America, Canada, and Australia.	SS6G1a-b, SS6G5a, SS6G8a-b, SS6G12, SS6G11a-c

2	SWBAT analyze the development of European/Russian geography, culture, conflict, governance, and economic influence on the world.	SS6G9a, SS6G10a-b, SS6G11a-c, SS6GC4a-c, SS6CG5a-b, SS6E5a-c, SS6E6a-b, SS6E7a-d, SS6H6a-d, SS6H7a-c
3	SWBAT analyze the development of Latin American geography, culture, conflict, governance, and economic influence on the world.	SS6G2a, SS6G3ab, SS6G4a-c, SS6CG1a-c, SS6CG2a, SS6E1a-c, SS6E2a-d, SS6E3a-d, SS6H1ab, SS6H2a-c, SS6H3ab
4	SWBAT analyze the development of Canadian geography, culture, conflict, governance, and economic influence on the world.	SS6G6ab, SS6G7a, SS6GC1a-c, SS6CG3a, SS6E1a-c, SS6E2a-d, SS6H4ab, SS6H5a
5	SWBAT analyze the development of Australian geography, culture, conflict, governance, and economic influence on the world.	SS6G13ab, SS6G14ab, SS6cg6a-c, SS6CG7a, SS6E8a-c, SS6E9a-c, SS6E10a-d, SS6H8a, SS6H9ab

GRADE: 7

TEAM/DEPARTMENT OUTCOMES (6-8)		Standards
1	SWBAT analyze, with scaffolding, the causes and effects of major events and roles of key individuals from the Civil War to the present.	
2	SWBAT compare and contrast how physical geography influences development of civilizations, cultures, governments, and economics.	
3	SWBAT compare and contrast world civilizations throughout history.	
4	SWBAT distinguish major global forms of government and analyze its impact on economics.	
5	SWBAT debate global perspectives supported by primary and secondary sources.	
6	SWBAT apply data to demonstrate critical thinking skills.	
7	SWBAT correlate history to Catholic identity.	
COURSE OUTCOMES (7)		Standards
1	SWBAT compare and contrast cultures and religions of the regions of Africa and Asia.	
2	SWBAT analyze the impact of geography and human interaction on the regions of Africa and Asia.	
3	SWBAT analyze primary and secondary resources related to world civilizations.	
4	SWBAT examine contributions of regions of Africa and Asia as they transition to the modern world.	
5	SWBAT interpret visual representations reflecting geopolitical changes in the regions of Africa and Asia.	

6	SWBAT explain the correlation between global conflicts and economics within the regions of Africa and Asia.	
UNIT CONCEPTS (7)		Standards
1	Where in the World Are We?	
2	How did the Middle East influence the world?	
3	How did Southern Asia influence the world?	
4	How did Eastern Asia influence the world?	
5	How did North Africa influence the world?	
6	How did Sub-Saharan Africa influence the world?	
UNIT GOALS (7)		Standards
1	SWBAT interpret visual representations of major countries and physical features within the regions of Africa and Asia.	SS7G1ab, SS7G5ab, SS7G9ab
2	SWBAT analyze the development of Middle Eastern geography, culture, conflict, governance, and economic influence on the world.	SS7G6a, SS7G7ab, SS7G8a-e, SS7CG4a-c, SS7CG5a, SS7E5a-c, SS7E6a-d, SS7E7a-d, SS7H2a-d
3	SWBAT analyze the development of Southern Asian geography, culture, conflict, governance, and economic influence on the world.	SS7G10ab, SS7G11a-c, SS7G12a-c, SS7CG6a-c, SS7CG7a, SS7E8a-c, SS7E9a-c, SS7E10a-d, SS7H3a-e
4	SWBAT analyze the development of Eastern Asian geography, culture, conflict, governance, and economic influence on the world.	SS7G10ab, SS7G11a-c, SS7G12a-c, SS7CG6a-c, SS7CG7a, SS7E8a-c, SS7E9a-c, SS7E10a-d, SS7H3a-e
5	SWBAT analyze the development of North African geography, culture, conflict, governance, and economic influence on the world.	SS7G2a, SS7G3a, SS7G4a-c, SS7CG1a-c, SS7CG2ab, SS7CG3ab, SS7E1a-c, SS7E2ab, SS7E31-d, SS7H1a-d
6	SWBAT analyze the development of Sub-Saharan African geography, culture, conflict, governance, and economic influence on the world.	SS7G2a-c, SS7G3a, SS7G4a-c, SS7CG1a-c, SS7CG2ab, SS7CG3ab, SS7E1a-c, SS7E2ab, SS7E31-d, SS7H1a-d

GRADE: 8

TEAM/DEPARTMENT OUTCOMES (6-8)		Standards
1	SWBAT analyze, with scaffolding, the causes and effects of major events and roles of key individuals from the Civil War to the present.	
2	SWBAT compare and contrast how physical geography influences development of civilizations, cultures, governments, and economics.	
3	SWBAT compare and contrast world civilizations throughout history.	
4	SWBAT distinguish major global forms of government and analyze its impact on economics.	

5	SWBAT debate global perspectives supported by primary and secondary sources.	
6	SWBAT apply data to demonstrate critical thinking skills.	
7	SWBAT correlate history to Catholic identity.	
COURSE OUTCOMES (8)		Standards
1	SWBAT analyze Georgia's role in major US historical events.	
2	SWBAT correlate the impact of economic and social changes in Georgia in relation to the US.	
3	SWBAT analyze the US influence on changing relationships within and among social groups, religions, governments, and economic institutions in Georgia.	
4	SWBAT evaluate the roles and responsibilities of citizens to the US, state, and local governments.	
5	SWBAT analyze the impact of human-environmental interactions within the US and Georgia.	
6	ASWBAT analyze significant issues in Georgia history, using primary and secondary sources.	
7	SWBAT analyze the causes and effects of technological innovations on society.	
UNIT CONCEPTS (8)		Standards
1	Exploration and Colonization: 1516-1763	
2	Statehood and Government: 1763-1837	
3	Antebellum Georgia: 1838-1860	
4	Civil War & Reconstruction: 1861-1877	
5	New South: 1877-1918	
6	20th Century: 1919-1945	
7	Georgia Today: 1946-Present	
UNIT GOALS (8)		Standards
1	SWBAT analyze the exploration and colonization of Georgia.	SS8H1abc, SS8H2, SS8G1a-d, SS8E1-3
2	SWBAT analyze Georgia's role in the American Revolution and its impact in the ratification of the US Constitution.	SS8H3ab, SS8H4ab, SS8CG1a-f, SS8E1, SS8E21b, SS8E3a-c
3	SWBAT explain the significant factors that led to the growth and division of the United States during the Antebellum period.	SS8H5a-d, SS8E1, SS8E21b, SS8E3a-c
4	SWBAT explain the significant events of the Civil War and evaluate its consequences during Reconstruction in Georgia.	SS8H6a-c, SS8CG1a-f, SS8E1, SS8E21b, SS8E3a-c
5	SWBAT evaluate the impact of the Progressive Era on Georgia's political, social and economic development.	SS8H7a-d, SS8H8a-d, SS8E1, SS8E21b, SS8E3a-c
6	SWBAT describe the impact of the Great Depression, New Deal, and WWII on Georgia's political, social, and economic development.	SS8H9a-d, SS8E1, SS8E21b, SS8E3a-c, SS8E4a-c

7	SWBAT analyze Georgia's role in the modern civil rights movement, world conflicts, globalization, and government.	SS8H10a-c, SS8H11a-c, SS8H12a-e, SS8G2a-c, SS8CG1a-f, SS8CG2a-c, SS8CG3a-c, SS8CG4a-e, SS8CG5a-d, SS8CG6a-d, SS8E1, SS8E21b, SS8E3a-c, SS8E4a-c
---	---	---