

Diocese of Joliet:
Standards for Social Science:
Political Systems
Grades K-8

Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet

Basic principles which inform all Catholic education in the Schools of the Diocese of Joliet are:

- * All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- * Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- * Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- * Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- * Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- * Curriculum and instruction seeks to promote a synthesis of faith, life, and culture and to form students as disciples of Jesus.



DIOCESE OF JOLIET

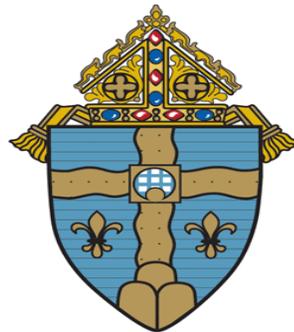
CATHOLIC SCHOOL

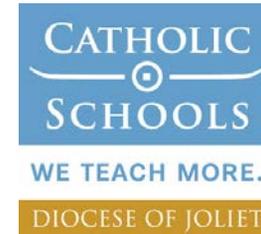
STANDARDS FOR SOCIAL SSCIENCE

Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68





Affective Goals for Social Science, Political Systems:

Catholic Identity for Social Science

Students will use Social Science:

To nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government.
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level.
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights.

GOAL 14: Understand political systems, with an emphasis on the United States
 Standard 14A: Understand and explain basic principles of the United States government.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard A: Understand the relationship of basic principles for the U.S. Government and the Catholic Church Government.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ol style="list-style-type: none"> 1. Recognize rules and responsibilities that students have at home, in school, and in public places <u>including Church</u>. 2. Describe rules that help students treat each other fairly <u>because God made all people and wants them treated with dignity</u>. 3. Demonstrate ways students help each other (e.g., taking turns and sharing) <u>because all children are God's children</u>. 4. Tell what happens when you break a rule. 5. <u>Understand that God wants us to treat each other fairly because he made each person and cares that they are treated with dignity and respect</u>. 	<ol style="list-style-type: none"> 1. Name rules and responsibilities that students have at home, in school, and in public places <u>including Church</u>. 2. Describe rules that help students treat each other fairly <u>because God made all people and wants them treated with dignity</u>. 3. Demonstrate ways students help each other (e.g., taking turns and sharing) <u>because all children are God's children</u>. 4. Explain the consequences of breaking rules <u>including religious, spiritual consequences</u>. 5. Give an example of a fair resolution to a conflict among people. 6. <u>Connect the relationship of rules and responsibilities to Church rules and responsibilities</u>. 7. <u>Understand that God wants us to treat each other fairly because he made each person and cares that they are treated with dignity and respect</u>. 	<ol style="list-style-type: none"> 1. Tell about some rules and responsibilities that students have in school to help promote order and safety. 2. Name some of the benefits of sharing and taking turns during games and group activities. 3. Explain why schools have rules to help students learn <u>include spiritual and religious reasons, e.g. God wants all children to learn</u>. 4. Produce new rules that could apply to students' lives at home, school and <u>Church</u>. 5. Demonstrate examples of honesty and fairness when playing or working with other students. 6. Give an example of how governments <u>and Church</u> help people live safely and fairly. 7. Identify why people need governments <u>and Church</u> to help organize or protect people. 	<ol style="list-style-type: none"> 1. Distinguish between different kinds of rules and responsibilities as applied in the home, school, community and <u>Church</u>. 2. Identify some class or school rules that were determined through democratic decision-making. 3. Explain some reasons for having rules and laws governing the lives of people; <u>talk about The Ten Commandments and how they can relate to our daily life</u>. 4. <u>Compare the relationship of rules and responsibilities to Church rules and responsibilities</u>. 5. Identify the names of people who occupy government offices in their community, state, and federal government. 6. Explain why people vote and run for political offices in a democracy. 7. Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good. 	<ol style="list-style-type: none"> 1. List reasons for forming a government; <u>list reasons for establishing a Church</u>. 2. Recognize the purpose of the Declaration of Independence, and the Illinois and United States Constitutions. 3. Identify basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights. 4. Differentiate between citizenship by birth or naturalization. 5. Discuss some of the responsibilities adults share in maintaining our local governments, communities and <u>religious organizations</u> (e.g., voting at election time, serving on community boards, joining community committees, paying taxes, serving on juries, <u>helping others</u>). 6. Discuss the position that people in a democracy have such rights as freedom of speech, freedom of the press, freedom of religion, and freedom of assembly. 7. <u>Tell how a just government needs to follow the law of God by treating individuals with dignity and fairness</u>.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States
 Standard 14A: Understand and explain basic principles of the United States government.

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.
Standard A: Understand the relationship of basic principles for the U.S. Government and the Catholic Church Government.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Give examples of civic and personal responsibilities of students and adults. 2. Explain the characteristics of a "democracy." 3. Justify/define why governments need to make rules and laws for people. 4. Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions. 5. Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence. 6. Explain how the U.S. Constitution can be amended. 7. <u>Compare the relationship of civic rules and responsibilities to Church rules and responsibilities.</u> 8. Defend the idea of having a Bill of Rights to outline and protect the rights of citizens. 9. Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence). 	<ol style="list-style-type: none"> 1. Define the concept of "consent of the governed." 2. Explain the importance of having a written constitution for a government. 3. Summarize the main points in constitutional documents. 4. Name the courts and judicial officials for local, state, and federal governments. 5. Distinguish between the characteristics of a limited and unlimited government. 6. <u>Compare the political office process to the way Church leaders are appointed.</u> 7. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u> 	<ol style="list-style-type: none"> 1. Compare and contrast responsibilities shared between the state and federal governments. 2. Identify the rights and principles of limited government found within the Declaration of Independence. 3. Classify the type of courts and judicial officials established to operate within the local, state, and federal governments. 4. Describe the role of the courts in judicial review. 5. <u>Examine how the judicial system has impacted the life and dignity of persons.</u> 6. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u> 	<ol style="list-style-type: none"> 1. Evaluate the rights and responsibilities of the individual within the family, social groups, community, or nation. 2. Categorize programs and services provided by governments into local, state, and federal levels. 3. Compare the similarities and differences in the state of Illinois and the national government's attempts to protect individual rights and still promote the common good. 4. Explain the influence of the Supreme Court and significant court decisions on the rights and responsibilities of citizens (e.g., defining, expanding, and limiting individual rights). 5. <u>Examine how the judicial system has impacted the life and dignity of persons.</u> 6. Analyze the efforts of our court system to take into account the rights of both those accused of crimes and their victims. 7. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard B: Understand the relationship of Church structure and functions to the structures and functions of the political systems of the United States and other nations.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ol style="list-style-type: none"> 1. Identify persons who are authority figures in their home, school, and community. 2. Name a person who has served as President of the United States. 3. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Identify persons who are authority figures in their home, school, <u>Church</u> and community. 2. Describe a person who provides positive leadership for others. 3. Name a person who has served as President of the United States. 4. Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President). 5. Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws). 6. <u>Identify leaders of the Church (pope, bishop, pastor).</u> 7. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Identify positions, roles, and responsibilities of their local government (mayor, police chief, fire chief, justice of the peace); <u>identify roles of the hierarchy of the Church.</u> 2. Name the current President of the United States. 3. Name the current Governor of Illinois. 4. Identify important services provided by local governments to people (e.g., police, and fire protection, parks departments); <u>identify important services provided by Church groups.</u> 5. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Name the current President and Vice President of the United States; <u>name the current Church leaders (pope, bishop, pastor).</u> 2. Identify the current Governor of the State of Illinois. 3. List the names for the levels of government found throughout the United States (city, county, state, federal, or national). 4. List the three branches of government found within the state and federal government. 5. State the names of the two houses of the U.S. Congress. 6. Explain the role that state governments play in the lives of people. 7. Explain how local government has an influence over the lives of people in their community (e.g., they create speed limits, rules about allowing pets to run free). 8. List some examples of government services in their communities that serve to help people and improve their lives (e.g., libraries, park programs, employment offices). 9. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Summarize the function of the three branches of government found within the state and federal government. 2. Compare and contrast how local and state governments provide services to people. 3. Distinguish between the powers and responsibilities of local, state, and federal government. 4. <u>Compare and contrast the levels of government to the organization of the Church.</u> 5. <u>Plan and/or participate in service projects that help the community.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard B: Understand the relationship of Church structure and functions to the structures and functions of the political systems of the United States and other nations.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. State the names of the two houses in the Illinois State Legislature. 2. Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches. 3. Describe the system of checks and balances between the three branches of the federal government. 4. <u>Recognize the importance of the separation of Church and state.</u> 5. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Describe the characteristics of a two-house legislature. 2. Explain the reasons for having the system of checks and balances as part of the organization of the federal government. 3. List the top officials in Illinois State government. 4. Explain the distributed and shared powers of the local, state, and federal government. 5. <u>Compare and contrast the structure and function of our political systems with the Catholic Church.</u> 6. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Describe the impact of the federal government’s system of checks and balances (e.g., the results of a presidential veto). 2. Analyze historical examples of the system of checks and balances according to the respective branches of the federal government. 3. Compare similarities and differences in the powers of the Governor of the State of Illinois and the President of the United States to resolve conflict and crisis <u>in a moral and just way.</u> 4. Formulate a conclusion about the use of power by state or national governmental executives. 5. Describe the organization of the Illinois General Assembly. 6. Define “jurisdiction” as it applies to a court system. 7. <u>Plan and/or participate in service projects that help the community.</u> 	<ol style="list-style-type: none"> 1. Compare the powers and responsibilities of the members of the House of Representatives and Senate within the United States Congress. 2. Explain the advantages of our federal system’s separation of powers. 3. Differentiate among the powers, limitations, and responsibilities of the state government of Illinois and the federal government. 4. <u>Compare how political systems respond to the needs of its citizens with how the Church responds to the needs of its members.</u> 5. Distinguish between the powers and responsibilities of our state and federal courts as outlined in our state and national constitutions. 6. Illustrate the organization of the three branches of the state government of Illinois. 7. Justify why the Illinois Constitution cannot violate the United States Constitution. 8. <u>Plan and/or participate in service projects that help the community.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14C: Understand election processes and responsibilities of citizens.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard C: Understand the election process and special responsibilities of Catholic citizens.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Participate in voting as a way of making choices.</p>	<p>1. Discuss decision-making in their lives and <u>talk about decisions based on God's teaching.</u></p> <p>2. Describe a situation where people vote to resolve their differences and decide what to do.</p> <p>3. Lead a class vote over something the class would like to do.</p> <p>4. Explain why majority rule is used in group decision-making (e.g., voting for food at a class party).</p>	<p>1. Discuss situations in their home, school and <u>Church</u> that illustrates people being responsible in their duties or job.</p> <p>2. List examples of responsible student classroom behavior and <u>Church behavior (e.g., liturgical experiences).</u></p> <p>3. Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.</p> <p>4. Identify elected leaders (e.g., mayor, governor, president).</p>	<p>1. List examples of various ways responsible students work together (<u>following the example of Jesus and his disciples</u>) to help classmates.</p> <p>2. Identify examples of rights and responsibilities students share within a school.</p> <p>3. Predict the benefits of acting responsibly in their classroom</p> <p>4. Describe ways in which more than one classroom can work together to help their school.</p> <p>5. Determine rules for choosing classroom leaders.</p> <p>6. Explain why in a democracy people choose to vote on important issues or for offices.</p> <p>7. <u>Explain how to incorporate Catholic values when voting for a person running for public office.</u></p>	<p>1. Explain the significance of the rights and responsibilities students share within a school.</p> <p>2. Predict the consequences of people not acting responsibly in their communities.</p> <p>3. Explain why a person might choose to vote for one candidate for President of the United States over another candidate.</p> <p>4. <u>Evaluate the issues of a candidate and his/her platform in accordance with the teachings of the Church.</u></p> <p>5. Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).</p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14C: Understand election processes and responsibilities of citizens.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard C: Understand the election process and special responsibilities of Catholic citizens.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> Describe situations in their home, school, or community where the rights of minorities have been respected. Predict the consequences of ignoring the rights of other people in public places. Explain how an individual or group has solved a problem, in their community. Identify voting requirements. <u>Identify the issues of a candidate's campaign/platform and compare with the teachings of the Church.</u> 	<ol style="list-style-type: none"> Create a list of ideas that would encourage more civic responsibility among people. Explain the role of a citizen in choosing leaders. Explain how people are elected to all levels of our government. Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people. <u>Discuss the moral responsibilities of citizens in choosing leaders that support the teachings of the Church.</u> 	<ol style="list-style-type: none"> Describe the requirements for candidates for local, state, and national offices. <u>Evaluate candidates for local, state and national office based on concepts of Catholic Social Justice.</u> Compare the platforms of two or more political parties during an election to determine differences. Explain the position on a particular issue of a candidate for political office. Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions). 	<ol style="list-style-type: none"> Describe responsibilities that citizens share during an election. <u>Study the impact Catholic Social Justice issues might have on citizens during an election.</u> Compare/contrast the historical positions of political parties in elections. Compare historical examples of issues in local, state, or national elections affecting the civil rights of various groups. Describe how voting barriers have been removed to allow greater participation in elections (e.g., common people gaining the right to vote, minority voting status). Analyze an example of a government denying voting rights to individuals or groups. Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions).

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard D: Understand the roles and influences of individual Catholics and Catholic interest groups.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Develop an awareness of the roles of leaders in their community and <u>Church</u> .	1. Name a student, parent or <u>Church</u> group that serves their school. 2. Describe a person in the community and <u>Church</u> who helps to improve the lives of others (e.g., community center director, day care providers). 3. Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool). 4. <u>Identify a Church-based organization that helps the community, parish and school.</u>	1. Identify a student, parent or <u>Church</u> group that serves the school. 2. State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school) or <u>service project (e.g., food drive, clothing drive).</u> 3. Recognize the responsibilities of local government.	1. Explain what is meant by the idea of "the common good of the people." 2. Describe a situation wherein the common good supersedes the interests of individuals. 3. Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations). 4. Identify some non-profit agencies, civic groups and/or <u>Catholic agencies</u> that serve the common good (e.g., Red Cross, Salvation Army, <u>Catholic Charities, Catholic Relief Services</u>). 5. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u>	1. Explain why someone would join a non-profit, civic or <u>Church</u> group that serves the common good (e.g., Red Cross). 2. Identify a current or controversial issue in the community; <u>compare with Catholic viewpoint.</u> 3. Identify the names of the major political parties. 4. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard D: Understand the roles and influences of individual Catholics and Catholic interest groups.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Describe a situation where minority rights may supersede the wishes of the majority. 2. Define the concept of "lobbying" to influence public opinion or legislative decision-making. 3. Explain ways that individuals and groups influence the shaping of public policy. 4. Compare/contrast contemporary and traditional forms of political persuasion. 5. <u>Describe the impact of Catholic politicians in the United States.</u> 6. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u> 	<ol style="list-style-type: none"> 1. Define public policy. 2. Summarize an individual's or group's motivation for participating in the shaping of public policy. 3. Analyze actions taken by governments to improve the lives of people. 4. Analyze ways in which the media is used by political parties and interest groups to influence public opinion. 5. Explain how political parties and interest groups affect legislation. 6. Describe a historical event or period in which political parties influenced public policy. 7. <u>Describe an event or period in history in which individual Catholics or Catholic interest groups influenced public policy.</u> 8. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u> 	<ol style="list-style-type: none"> 1. Explain the importance of an individual's responsibility to maintain a democratic, civil society. 2. <u>Describe how fostering peace, justice and love maintain a democratic, civil society.</u> 3. Evaluate the benefits of highly involved citizens to a society. 4. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u> 5. Identify the reasons for public opinion polls sponsored by political parties, public interest groups, and the media. 6. Describe methods of communication that individuals, groups, and the media use to present information to the public. 7. Interpret political cartoons in terms of captions and images to persuade people to analyze political and <u>religious</u> positions on various issues. 	<ol style="list-style-type: none"> 1. Summarize the actions of an individual's or group's effort to influence current public policy in their community, state, or nation. 2. Compare and contrast the roles and influence of various individuals, groups, and media in shaping current public policy issues in their community, state, or nation. 3. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u> 4. Measure political interest or activity in a civic or social cause (e.g., conduct polls, create graphs, write polls, join in peaceful demonstration). 5. Predict how technology and social change will impact the conduct of political parties. 6. Interpret political cartoons in terms of captions and images to persuade people to analyze political and <u>religious</u> positions on various issues.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14 E: Understand United States foreign policy as it relates to other nations and international issues.

CATHOLIC IDENTITY

Goal 14: *Understand the relationship of the Church and its systems to political systems of the United States.*

Standard E: *Understand United States foreign policy as it relates to other nations and Catholic Church issues.*

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> 1. Identify a country other than the United States to which a person can travel. 2. Recognize the titles for heads of government (e.g., presidents) <u>and Church (e.g. pope).</u> 	<ol style="list-style-type: none"> 1. Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country. 2. <u>Tell about a Catholic person from another country or culture (e.g., Mother Teresa).</u> 3. Tell about food from other countries. 4. Identify a product or artifact that comes from another country (e.g., food, toys). 	<ol style="list-style-type: none"> 1. Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem. 2. Tell about people who have come from other countries to live in the United States. 3. <u>Understand that the Church is one and therefore it is our responsibility to welcome all people.</u> 	<ol style="list-style-type: none"> 1. Name an international organization of which the United States is a member (e.g., United Nations). 2. Identify the role of the president in making foreign policy decisions. 3. <u>Discuss the ways the Pope influences foreign policy throughout the world.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14 E: Understand United States foreign policy as it relates to other nations and international issues.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard E: Understand United States foreign policy as it relates to other nations and Catholic Church issues.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties). 2. Identify government branches and offices at the federal level that are responsible for conducting foreign affairs. 3. Identify a treaty the United States has signed with another country. 4. Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy. 5. <u>Discuss the ways the Pope influences foreign policy throughout the world.</u> 	<ol style="list-style-type: none"> 1. Identify a political tradition or custom that had its origin in another country (e.g., representative government). 2. Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF). 3. Research an historical treaty the United States has signed with another nation or international organization. 4. <u>Identify U.S. foreign policy that supports Catholic Church teaching (e.g., justice, stewardship, human dignity).</u> 	<ol style="list-style-type: none"> 1. Review the principles the United States has traditionally held in joining international organizations (e.g., the interests and benefits of world peace, open trade over closed markets); <u>compare/contrast principles with Catholic Social Justice teachings.</u> 2. Explain an historical event in which the United States played a leading role. 3. Analyze an event or issue that links the people of Illinois to another nation (e.g., issues or negotiations over trade, immigration of ethnic groups). 	<ol style="list-style-type: none"> 1. Identify situations in which the United States diplomacy favors one nation over another (e.g., trade, military, protection). 2. Compare the interests of the United States and other nations in making foreign policy decisions (e.g., defense, trade, environmental protection, communications); <u>compare/contrast interests with Catholic Social Justice teachings.</u> 3. Compare/contrast the ideals and interests of the United States in participating in international organizations. 4. Analyze cases of changing diplomatic relations between the United States and other people or nations (e.g., changing relations with Native American tribes, changing relations with the Soviet Union during and after World War II). 5. Predict the effects of technology on foreign policy decision-making.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14F: Understand the development of the United States political ideas and traditions.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard F: Understand the development of religious/spiritual aspects of the United States political ideas and traditions.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<ol style="list-style-type: none"> 1. Give reasons for being honest and truthful. 2. Recite the Pledge of Allegiance with the class. 	<ol style="list-style-type: none"> 1. Give reasons for being honest and truthful when talking and working with other people <u>emphasizing God's rules (The Ten Commandments).</u> 2. State the benefits of showing respect for the ideas and property of others. 3. Name a holiday with political significance. 4. Identify a patriotic symbol of the United States (e.g., flag, bald eagle). 5. Describe what freedom means <u>including religious freedom.</u> 6. Recite the Pledge of Allegiance. 	<ol style="list-style-type: none"> 1. Identify an example of behavior that shows someone showing good citizenship and <u>stewardship</u> (e.g., being honest when being questioned, <u>recycling, caring for the environment</u>). 2. Give examples of people being honest and truthful when working with others. 3. Describe how a holiday represents the ideas of freedom (e.g., Fourth of July, Veteran's Day). 4. <u>Identify important Church holidays; be aware of the liturgical calendar.</u> 5. Describe how a holiday such as Memorial Day represents the idea of sacrifice to preserve freedom. 6. State reasons why people benefit from basic rights such as freedom of speech. 7. Discuss the meaning of the <u>Pledge of Allegiance.</u> 	<ol style="list-style-type: none"> 1. Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change). 2. <u>Identify saints who have dedicated their lives to helping others.</u> 3. Define the concept of "Patriotism." 4. Identify reasons why people have chosen a democracy for their plan of government. 5. Define the concept of "liberty." 6. Identify an artistic expression (e.g., song, painting, film) that illustrates the traditions important to our political system and concept of freedom. 7. Recognize the state flag and motto of Illinois. 8. Explain the purpose of the Pledge of Allegiance. 9. <u>Relate the Apostles' Creed to our beliefs.</u> 	<ol style="list-style-type: none"> 1. Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights). 2. Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River). 3. Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office). 4. <u>Recognize the presence of religious symbols within political symbols and mottoes of the United States.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 14: Understand political systems, with an emphasis on the United States.
 Standard 14F: Understand the development of the United States political ideas and traditions.

CATHOLIC IDENTITY

Goal 14: Understand the relationship of the Church and its systems to political systems of the United States.

Standard F: Understand the development of religious/spiritual aspects of the United States political ideas and traditions.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Describe examples of the developments of basic freedoms for the people of the United States. 2. Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights). 3. Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the union, etc. 4. Describe historical examples featuring the denial or extension of civil rights to various individuals or groups. 5. Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, internet). 6. <u>Compare government symbols and traditions with our Catholic symbols and traditions.</u> 	<ol style="list-style-type: none"> 1. Give examples of events where people have had to fight to win their equality and/or <u>religious freedom.</u> 2. Analyze conflicts over the rights and freedom of competing individuals or groups. 3. Compare the arguments of competing public interest groups on constitutional rights. 	<ol style="list-style-type: none"> 1. Provide an argument justifying the need for civil rights for citizens of any nation. 2. Summarize the historical development of the concept of individual liberty (e.g., Colonial America). 3. Analyze the causes and effects of when national interests have called for the limitation or restriction of civil rights (e.g., internment of Japanese Americans during World War II); <u>compare/contrast with teachings of the Church.</u> 	<ol style="list-style-type: none"> 1. Summarize the historical influences on the development of political ideas and practices as listed in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the Illinois Constitution. 2. Give examples of how United States political ideas and traditions have either included or denied additional amendments respecting or extending the rights of its citizens. 3. Analyze an influential U.S. Supreme Court case decision and the impact it had in promoting or limiting civil rights; <u>compare/contrast with teachings of the Church.</u> 4. Complete arguments for expanding or limiting freedoms and protection for citizens outlined in the Bill of Rights.