

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

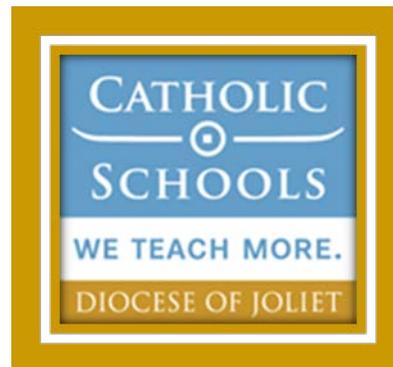
---

# *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

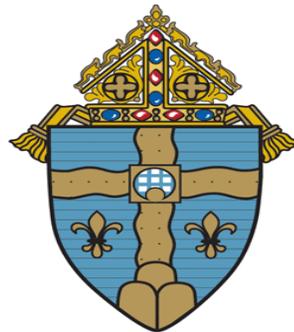
## CATHOLIC SCHOOL

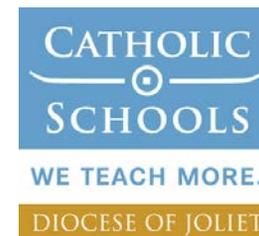
### STANDARDS FOR SOCIAL SSCIENCE

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, History:***

### **Catholic Identity for Social Science**

*Students will use Social Science:*

***To understand that our cultures and traditions are shaped by the past; to seek commonalities with other cultures in order to foster understanding and appreciation.***

- A. To consistently practice the *values of the Catholic church as interpreted through historical events and trends; identify and relate to Church* individuals and movements.
- B. To recognize how religious events, trends, individuals, and movements have shaped the history of the United States, other nations, and the Church and to integrate Catholic values into the organizations in which the students are currently involved.
- C. To understand how religious ideas contribute to the development of economic systems; to use that understanding to work toward serving, protecting, and promoting human life, human dignity, and the common good.
- D. To understand the social history of Illinois, the United States, and the world by synthesizing the Catholic values system in order to promote a community of stewardship where human rights are valued.
- E. To understand Illinois, United States, and world environmental history and accept the call to defend God's creation, protect the dignity of human life, and promote the common good.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16A: Apply the skills of historical analysis and interpretation.

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16A: Apply the skills of historical analysis and interpretation to religious events, trends and Church individuals and movements.

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"> <li>1. Recall information about the immediate past.</li> <li>2. <i>Tell about events and people in the school and Church.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Give an example of an event that occurred in the past and an example of a current event.</li> <li>2. <i>Talk about events that happened in school and Church.</i></li> <li>3. Place a series of events that occurred during their lifetime in chronological order.</li> <li>4. Tell why they need to know about their past, and others' pasts.</li> <li>5. Use a story or an image about the distant past to tell about what life was like during that period.</li> <li>6. <u><i>Talk about the role of saints in history.</i></u></li> <li>7. <u><i>Describe what life was like when Jesus was alive.</i></u></li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of events from a chronology (e.g., the student's life, <i>Jesus' life</i>) in their proper places on a timeline.</li> <li>2. Explain how the individual events on a timeline are related to one another.</li> <li>3. Use a story or an image about the past to describe what life was like for people who lived during that period.</li> <li>4. <u><i>Tell what it was like for a saint during their time.</i></u></li> <li>5. Explain why people need to know about the history of those who live in other places.</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct a timeline for a given period and place a series of events at their proper location on timeline, <u><i>incorporate Catholic history.</i></u></li> <li>2. List the important details contained in an image of life in the past.</li> <li>3. Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts <u><i>including a Bible.</i></u>)</li> <li>4. List places to look for sources of information about the past.</li> <li>5. Tell why the location of where an event occurred helps to explain why and how it happened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place a randomly ordered series of events at the proper points on a timeline, <u><i>include events in Church history.</i></u></li> <li>2. Compare life in one region during two different time periods.</li> <li>3. Describe historical trends using data supplied on a graph or chart.</li> <li>4. Compare changes in a region using an historical atlas.</li> <li>5. Describe aspects of life in a specific period in a specific region using a combination of sources, <u><i>include religious beliefs.</i></u></li> <li>6. Locate a website for the study of history, <u><i>including Church history</i></u> on the World Wide Web.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16A: Apply the skills of historical analysis and interpretation.

CATHOLIC IDENTITY

Goal 16: *Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.*

Standard 16A: *Apply the skills of historical analysis and interpretation to religious events, trends and Church individuals and movements.*

*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"> <li>1. Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.</li> <li>2. Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.</li> <li>3. Distinguish between primary and secondary sources.</li> <li>4. Formulate a research question about an historical person/event.</li> <li>5. Identify sources in the school or local library that will help answer a research question.</li> <li>6. Locate on the World Wide Web one source pertaining to who, when, where dimensions of a research question.</li> <li>7. <u>Describe how Catholic religious practices influenced the history of the United States.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between the important and insignificant details contained in an historical source.</li> <li>2. Organize a series of historic maps of a region or place into an historical atlas.</li> <li>3. Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance, <u>including religious events.</u></li> <li>4. Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history.</li> <li>5. Compare two different interpretations of an historical figure or event.</li> <li>6. <u>Compare two different interpretations of a religious event that shaped history.</u></li> <li>7. Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source.</li> <li>8. Locate on the World Wide Web multiple sources pertaining to a significant historic person or event.</li> <li>9. Compare the value of primary and secondary sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history.</li> <li>2. Organize a series of related historical events for depiction on a periodization chart.</li> <li>3. Describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category.</li> <li>4. Provide an example of two different interpretations of a significant event.</li> <li>5. Explain how a significant historical event can have many causes.</li> <li>6. <u>Tell how and why a significant historical event impacts the life and dignity of people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define the concept of a “watershed” event in history.</li> <li>2. <u>Examine the impact of any “watershed” event on the life and dignity of the human person.</u></li> <li>3. Explain why a primary source may not necessarily provide an accurate description of an historical event.</li> <li>4. Identify the point of view of the author as found in a primary source document.</li> <li>5. Identify any inconsistencies of an author as found in a primary source document.</li> <li>6. Assess the value of posed and candid photographs as primary sources.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16B: Understand the development of significant political events (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16B: Understand the development of significant Church or religious events.

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"> <li>1. Celebrate a holiday.</li> <li>2. <u>Celebrate a Church holiday.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Name commemorative holidays and festivals <u>including Church holidays.</u></li> <li>2. Explain why we have holidays and festivals <u>including Church holidays.</u></li> <li>3. Tell how people were governed in the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify key people in local, U.S. and/or world history.</li> <li>2. <u>Identify key people in the history of the Church and tell why they were important.</u></li> <li>3. Name a significant idea or event from the past.</li> <li>4. Identify a local and/or historical monument or place.</li> <li>5. Tell how a past event has influenced their life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Arrange a series of events in U.S. and/or world history in chronological order.</li> <li>2. <u>Place significant religious events on a timeline.</u></li> <li>3. Describe key events in the life of a significant political figure or group from the past.</li> <li>4. <u>Describe key events in the life of saints and religious leaders from the past.</u></li> <li>5. Tell how past people and events influence life today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of political events in their proper location on a timeline of United States and/or world history.</li> <li>2. Recognize contributions of important people and events in the past, <u>including religious people/leaders.</u></li> <li>3. Describe a political system and/or institution that existed in the past.</li> <li>4. <u>Recognize significant Church or religious events that have shaped the present day Church.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16B: Understand the development of significant political events (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16B: Understand the development of significant Church or religious events.

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

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Identify individuals and turning points in political history.</p> <p>2. <u>Identify individuals and turning points in Church history; tell the effects of the events.</u></p> <p>3. Analyze the consequences of political ideas and actions taken by significant individuals in the past.</p> <p><u>United States</u></p> <p>4. Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period.</p> <p>5. Analyze political events, figures, and ideas in the colonies that led to the American Revolution.</p> <p>6. List the key figures, events, and ideas in the development of the United States government during the Early National Period.</p> <p><u>World</u></p> <p>6. Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela).</p> <p>7. Describe major leaders and/or developments in Western world.</p>	<p>1. Identify and explain important periods in history.</p> <p>2. Describe how individuals and events have shaped political systems.</p> <p>3. <u>Explain how religion has shaped political systems.</u></p> <p><u>United States</u></p> <p>4. Explain growth of U.S. politics and political parties.</p> <p>5. Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt).</p> <p><u>World</u></p> <p>6. Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Gandhi, freedom fighters).</p> <p>7. Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian).</p>	<p>1. Compare the growth of government throughout history.</p> <p>2. Compare and contrast the contributions of individuals or political groups who had a significant impact on local, U.S. and/or world history.</p> <p><u>United States</u></p> <p>3. Explain the growth of democracy in the United States as reflected in the Declaration of Independence and the Constitution of the United States.</p> <p>4. Describe significant events that fostered the development of representative democracy after the adoption of the United States Constitution (e.g., amendments, Supreme Court rulings, legislation).</p> <p>5. <u>Research decisions made by the Supreme Court regarding individual rights and compare to the beliefs of the Catholic Church.</u></p> <p><u>World</u></p> <p>5. Describe political beliefs of significant individuals and groups during s turning point in history.</p> <p>6. Compare/contrast the development of the political ideology of significant individuals from a Western civilization with that of a non-Western civilization.</p> <p>7. Define the concept of Feudalism.</p>	<p>1. What is diplomatic history? Give examples of diplomacy.</p> <p>2. Identify important political thinkers.</p> <p><u>United States</u></p> <p>3. Evaluate the consequences of constitutional change and continuity over time</p> <p>4. Summarize significant events that occurred during the development of the Supreme Court of the United States.</p> <p>5. Describe the contributions of individuals or groups who had a significant impact on the course of judicial history.</p> <p>6. <u>Evaluate decisions made by the Supreme Court regarding individual rights and the beliefs of the Catholic Church.</u></p> <p><u>World</u></p> <p>1. Analyze the political cause and effect relationships created by European exploration and expansion in the eastern and western hemispheres.</p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16C: Understand the development of economic systems (United States/World).

CATHOLIC IDENTITY

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16C: Understand how moral or religious thought contributed to the development of economic systems.

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"> <li>1. Understand ways people made a living in the past (e.g., goods and services).</li> <li>2. Give examples of the type of work people do in the U.S. and around the world in the present.</li> <li>3. <u>Talk about the type of work people do in the Church and in the missions in the United States/World.</u></li> <li>4. Describe family roles in past and present.</li> <li>5. Describe a community <u>and religious</u> tradition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why people traded in the past.</li> <li>2. Describe how people made a living in the past.</li> <li>3. Tell ways people make choices to survive and improve their lives in past and present.</li> <li>4. <u>Tell why doing the right thing is important to all people. Give examples.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare how people in a specific place or region in an earlier period made a living with how people make a living today.</li> <li>2. Describe how changes in the economic choices in the past affected a society and its environment and political life.</li> <li>3. <u>Talk about choices people made in the past that were based on religion.</u></li> <li>4. Explain how the changes in the ways people made a living have influence modern society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell how government affects how people make a living.</li> <li>2. <u>Tell how religious beliefs may affect how people make a living.</u></li> <li>3. Identify the differences between an agricultural society and a hunting/gathering way of life.</li> <li>4. Compare/contrast past economic activities to contemporary economic activities.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16C: Understand the development of economic systems (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.  
Standard 16C: Understand how moral or religious thought contributed to the development of economic systems.

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"> <li>1. Identify and explain important events in economic history.</li> <li>2. Explain how economic decisions affected people’s political, social and environmental lives.</li> <li>3. <u>Tell how moral and ethical viewpoints can shape economic decisions.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>4. Describe the economic choices people made or were forced to make during the development of the early economy of the United States.</li> <li>5. Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>5. Describe the impact of trade on the development of early civilizations.</li> <li>6. Identify the differences between agricultural and industrial economies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the growth of modern economic systems.</li> <li>2. Identify important inventions and inventors.</li> <li>3. Explain how significant economic systems in the past have altered individual choices and influenced history.</li> <li>4. <u>Explain how significant religious ideas of the past altered choices and influenced history.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>5. Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure.</li> <li>6. Predict how technological advances may affect the United States economic system.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>7. Define capitalism, socialism, and communism as economic systems.</li> <li>8. <u>Research the Church’s responses to past inventors and economic systems.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify major periods in economic history.</li> <li>2. <u>Relate how religion affected economics during a major period in history.</u></li> <li>3. Evaluate the impact of the economic aspects of the voyage of Columbus on the social, political, and environmental conditions.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>4. Describe how changes in economic activity during an earlier period influenced subsequent historical events (e.g., increase in the labor supply and unionization depression and the New Deal).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>4. Compare/contrast the economic systems and institutions of an agricultural and an industrial society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how economics affect the course of history. Give examples.</li> <li>2. Explain how changes in science and technology affected the exchange of goods and services among people of different geographical regions both past and present.</li> <li>3. Describe the global impact of economic trends (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress).</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>4. Explain how entrepreneurs organized their businesses and influenced government to limit competition and maximize profits.</li> <li>5. Describe significant people, ideas, and events in the rise of organized labor from 1865-1914).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>6. Analyze the impact of long-term economic trends on the political, social, economic, environmental, and <u>religious</u> developments of societies in different parts of the world, 1500 CE to present.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16D: Understand Illinois, United States, and world social history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16D: Understand social history of Church, Illinois, United States, and world.

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"> <li>1. Give examples of customs and traditions from the past.</li> <li>2. Describe a family, community and <i>parish</i> tradition.</li> <li>3. Tell how people survived in a community many years ago.</li> <li>4. <u>Give examples of Church customs and traditions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify stories and folktales that describe various customs and practices of the <i>Church</i>, state, country, and world.</li> <li>2. Tell how stories and folktales influence people.</li> <li>3. Tell how past traditions show how various customs influence society, <u>including Church traditions.</u></li> <li>4. Name organizations that help to improve community life (e.g., Red Cross, YWCA/YMCA, <i>St. Vincent DePaul</i>, <i>CCW</i>, <i>Knights of Columbus</i>).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare family life of the past with family life today.</li> <li>2. Tell about the origin of a family or community tradition or custom.</li> <li>3. Compare traditions and cultures of the past with those of the present.</li> <li>4. <u>Compare religious practices of the past with those of today.</u></li> <li>5. Describe important people, events, and organizations that influenced social history.</li> <li>6. <u>Describe important Catholic traditions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Place a series of social events on a timeline.</li> <li>2. Identify the turning points in United States, world and <i>Church</i> social history.</li> <li>3. Compare the life of people of various social groups in the past to people of the same group during another time period.</li> <li>4. Compare traditions and customs of a place or region today with those from the past.</li> <li>5. Compare/contrast the customs and traditions of a past culture with those of another past culture.</li> <li>6. <u>Compare/contrast the customs and traditions of the Catholic Church with other religions.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16D: Understand Illinois, United States, and world social history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.  
Standard 16D: Understand social history of Church, Illinois, United States, and world.

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

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use a variety of sources to describe how and why people organized colonial society.</p> <p>2. Discuss how the roles of men, women, and children in past cultures have changed over time.</p> <p>3. Assess the influence that significant people had on the social lives of others in Illinois, the United States and/or world.</p> <p><u>United States</u></p> <p>4. Compare/contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there.</p> <p>5. <u>Describe the impact of the Church on social development in the United States.</u></p> <p><u>World</u></p> <p>5. Describe how a cultural exchange occurred between two societies of the past.</p>	<p>1. Identify important events/turning points in social history.</p> <p>2. <u>Identify important Church events that influenced social justice beliefs.</u></p> <p>3. Analyze the issues of social status and social role in the past and present.</p> <p>4. Describe social changes that resulted from cultural exchange between and among different peoples/societies.</p> <p><u>United States</u></p> <p>5. Describe the differences in families between different cultures; <u>between families of different faiths.</u></p> <p><u>World</u></p> <p>6. Compare/contrast the social structure of Western and non-Western cultures today and in the past.</p>	<p>1. Identify the main periods in social history</p> <p>2. Describe the significance of social factors such as status, role, customs, traditions, norms, and values during a turning point in social history.</p> <p>3. Explain why people migrate.</p> <p>4. Compare/contrast the institution of slavery in different societies past and present.</p> <p><u>United States</u></p> <p>5. Explain how various interest groups bring about change (e.g., workers, business persons, politicians).</p> <p>6. Analyze the significance of cultural and <u>religious</u> diversity in the social history of the United States.</p> <p><u>World</u></p> <p>7. Explain the significance of changes in the role of men, women, and children from one period to subsequent periods in world social history.</p>	<p>1. Analyze the consequences of discrimination past and present.</p> <p>2. Analyze the impact of mass migration of people upon the political, economic, social, and environmental aspects of a U.S. and/or world region.</p> <p>3. Assess the impact of significant individuals or groups on social history (e.g., religious leaders, philosophers).</p> <p><u>United States</u></p> <p>4. Explain the significance of the frontier.</p> <p><u>World</u></p> <p>5. Describe how the work of artists around the world (e.g., musicians, artists, filmmakers) reflects social and <u>religious</u> issues of the time.</p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16E: Understand Illinois, United States, and world environmental history (United States/World).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16E: Understand how Church belief regarding creation and God's providence shape history of United States and the world.

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"> <li>1. Tell how people survived in place many years ago.</li> <li>2. Tell how geography affects how people live.</li> <li>3. <u>Explain how they are called to be caretakers of God's creation.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tell about a myth, legend, or story that people told to describe the physical environment of a place or region in Illinois, U.S. or world.</li> <li>2. Locate places where important events took place.</li> <li>3. <u>Locate the Vatican in Rome.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tell how people, goods, and services moved from one place or geographic region to another in the past.</li> <li>2. Identify major crops that sustained people in U.S. or world.</li> <li>3. Tell why the knowledge of geography is necessary to understanding of history of people in a place or region.</li> <li>4. Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time.</li> <li>5. <u>Find on a map the locations of Biblical events.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how geography affects the history, economics and social life of people.</li> <li>2. Describe how hunter-gather cultures used the environment to secure their basic needs.</li> <li>3. Describe how changes in weather/climate affected the physical and cultural features of the environment.</li> <li>4. Identify the rivers that fostered the growth and development of U. S. and/or world.</li> <li>5. Identify on a map the major food producing regions of the world</li> <li>6. Explain how the location of the major industrial regions fostered their growth and development.</li> <li>7. Research information about the environment during a specific period of United States, and/or world history using the World Wide Web.</li> <li>8. <u>Explain how religious beliefs shaped events in U.S. history.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.  
 Standard 16E: Understand Illinois, United States, and world environmental history (United States).

Goal 16: Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.

Standard 16E: Understand how Church belief regarding creation and God’s providence shape history of United States and the world.

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"> <li>1. Identify turning points in environmental history.</li> <li>2. <u>Describe their roles and responsibilities as stewards of God’s creation.</u></li> <li>3. Describe how various people used human or animal power to cultivate crops before the onset of mechanized technology.</li> <li>4. Provide an example of how some people continue to depend on human or animal power to survive in their environment.</li> <li>5. Describe the effect of significant invention or technological innovation on the physical and cultural environment.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>6. Describe the physical and cultural features of life in pre colonial America using images or examples.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>6. Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize a series of environmental events in history.</li> <li>2. Describe how the environment affects people’s lives from past to present.</li> <li>3. Assess the effects of a significant invention or technological innovation on the physical and cultural environment of a place or region.</li> <li>4. Describe how the competition between or among different groups of people for the same land affected the environment.</li> <li>5. <u>Describe how Church doctrine impacts environmental issues.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>6. Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>7. Describe how the people of a specific civilization gained control over rivers or other principal physical features.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the major periods in environmental history.</li> <li>2. Identify watershed events in the environmental history.</li> <li>3. Describe the development of transportation and communication networks.</li> <li>4. Explain how the environment affected economic and social developments of a specific cultural group after 1500.</li> <li>5. Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production.</li> <li>6. <u>Tell how, as stewards of God’s creation, they can make environmental improvements.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>7. Explain how the environment affected economic and social developments of people in a specific region (e.g., Jamestown, “Wild West,” natural disasters).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>7. Explain how the environment affected economic and social developments in a specific civilization (e.g., Greeks and the Aegean Sea, Middle East and oil).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the social, political, and economic effects on the abandoned environment of a significant migration of people from one region to another.</li> <li>2. Describe how major migrations have affected the cultural features of cities and rural communities.</li> <li>3. Assess the effect of the industrial revolution on the physical environment.</li> <li>4. Assess the effects on the environment of the historic process of suburbanization and rural depopulation.</li> <li>5. <u>Evaluate the impact of them acting as stewards of God’s creation to make environmental improvements.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>6. Describe the effects on the environment of the dispersion of European colonists in North American.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>6. Describe the environmental effects of the “Colombian Exchange.”</li> </ol>