Diocese of Joliet:
Standards for Social Science:
Geography
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, Geography:

Catholic Identity for Social Science

Students will use Social Science:

To explore, understand, and appreciate God's Creation; to know that as Christians we are called to protect and conserve the Earth's resources.

A. To recognize geographical locations and have awareness that humanity is one family, no matter the artificial boundaries of country, race, or ethnicity.

B. Embrace the responsibility of breaking down geographic barriers that negatively impact our multicultural society through the use of enhanced communication and technology.

C. To protect people and the planet by living faith in relationship with all God's creation

D. To describe and explain the historical significance of geography's impact on the development of societies and the Church.

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard A: Locate, describe and explain places, regions and features on the Earth.

CATHOLIC IDENTITY *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.*
Standard A: *Locate, describe and explain places, regions and features of God's creation.*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Locate objects and places in familiar environments. 2. Express beginning geographic thinking. 3. *Understand that God created the Earth and all living things.*	1. Describe how physical and person-made features look between home and school (e.g., hilly, flat, a river, trees). 2. Construct a model of the physical and person-made features on the school and *Parish* grounds or in the neighborhood (e.g., using a sandbox and toys). 3. Describe daily changes in the weather and in the seasons in your community. 4. Identify land and water areas on a map of the local community and on a globe. 5. Identify the globe as a model of Earth. 6. Locate objects in the classroom using a simple map. 7. *Understand that God created all things: the Earth and all living things.*	1. Compare physical and person-made features of different places on the school/*church* grounds and in the neighborhood. 2. Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as *Make Way for Duckling* and the *Giving Tree*. 3. Observe and suggest reasons for locations of stop signs, stoplights, fire hydrants, and other human made features in the area around the school and C*hurch*. 4. Identify similar physical characteristics of Earth using the globe and pictures. 5. *Identify physical characteristics of Earth using the globe and maps; explain that they are God's creation.* 6. Respond to verbal instructions using a compass rose (directions).	1. Locate the community, Illinois, United States, and North America relative to other places on a globe. 2. Draw a map that shows the location of several landmarks in the community relative to the school/*Parish*. 3. Locate places on a map, which has a number/letter grid reference system. 4. Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators). 5. Draw a sketch map of the community, which shows its physical and human characteristics. 6. Point out the location of the poles, the equator, and the hemispheres on a globe and/or map. 7. *Locate on a map the origin of Christianity.*	1. Describe the location of countries relative to the locations of other countries; *identify the religions in those locations.* 2. Locate the principal parallels and meridians on maps and globes. 3. Create a map containing basic elements (e.g., lines, points, symbols). 4. Evaluate maps drawn to different scales to determine the one most useful for describing the characteristics of a place. 5. Locate on maps, major bodies of water and river systems in Illinois, the United States, and the world.

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard A: Locate, describe and explain places, regions and features on the Earth.

CATHOLIC IDENTITY *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.*
Standard A: *Locate, describe and explain places, regions and features of God's creation.*

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

Grade 5	Grade 6	Grade 7	Grade 8
1. Mark major ocean currents, wind patterns, landforms, and climate regions on a map. 2. Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation). 3. Describe the locations of major physical and human features in the community. 4. Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships). 5. Design symbols as references for map interpretation and place them in a legend/key to be used on a map. 6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude. 7. *Locate, on a map, significant Catholic shrines throughout the world*.	1. Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and/or the world. 2. *Locate on a map some religious sites both past and present*. 3. Interpret aerial photographs of satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs). 4. Identify, using only a mental map, the countries through which a person would pas as they travel along a straight-line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi). 5. Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois). 6. Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns, *religions*). 7. Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe.	1. Compare sketch maps with atlas maps to determine the accuracy of physical and cultural features (e.g., political/physical maps of Canada, the United States, and Europe). 2. Develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum, countries that produce and those that consume resources, cartograms, population pyramids). 3. Explain the purposes and distinguishing characteristics of selected map projections, globes, aerial photos, and satellite images. 4. Demonstrate understanding of the spatial distribution of various phenomena by using latitude and longitude to plot data on a base map of the United States or the world (e.g., location of professional sports teams in the U.S. or the world). 5. *Explain how geographic features impacted religious groups that relocated to new geographic regions*.	1. Translate a map into sketch form to illustrate relative location of, size of, and distances between geographic features (e.g., cities, mountains, rivers). 2. Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids). 3. Describe the location of places using the global system of time zones. 4. Demonstrate understanding of world time zones by determining the date and time in selected cities around the world. 5. *Trace the origins of the Church*.

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard B: Analyze and explain characteristics and interactions of the Earth's physical systems.

CATHOLIC IDENTITY Standard B: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States. Analyze and explain the moral implications of our interactions with the Earth's physical systems.*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Identify the seasons. 2. Describe changes in seasons. 3. *Recognize the characteristics and physical features of earth as God's gift.*	1. Compare physical features of different places around the community using photographs. 2. Describe physical features seen on a field trip or a vacation. 3. Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year. 4. *Recognize the characteristics and physical features of earth as God's gift.*	1. Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world. 2. *Describe how liturgical seasons relate to seasonal activities; describe some of the practices.* 3. Look at the sky early in the day and predict what the weather might be like. 4. Identify behaviors that would show respect for the environment.	1. Identify examples in the local community of ways in which the physical environment is harmed by human activities. 2. Illustrate how people have littered, damaged, or improved a local ecosystem. 3. Give examples of reducing, reusing, and recycling. 4. List things damaged by a storm, flood, tornado, or earthquake by using a local media source. 5. *Explain that God gave humankind the Earth and it is their responsibility to take care of it.* 6. *Understand that everyone has a moral and ethical obligation to help those affected by disaster.*	1. Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food). 2. Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Artic Circle). 3. Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood). 4. Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night. 5. Recognize that people can work together to preserve and protect the natural resources and environment. 6. *Explain how people can work together to preserve and protect God's creation.*

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard B: Analyze and explain characteristics and interactions of the Earth's physical systems.

CATHOLIC IDENTITY Standard B: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States. Analyze and explain the moral implications of our interactions with the Earth's physical systems*.

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

Grade 5	Grade 6	Grade 7	Grade 8
1. Demonstrate understanding of Earth/Sun relationship in order to explain day/night and length of day at different locations on Earth. 2. Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads). 3. Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides). 4. Explain the relationship between plants and animals in a local ecosystem. *5. Describe the role of humans as stewards of the earth*.	1. Identify the causes and nature of changes in environmental stress zones (e.g., the rain forests of Brazil, Taiga/Boreal Forrest, North Slope of Alaska). 2. Describe the physical environment of any region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes). 3. Describe ecosystems from local to global scales. *4. Explain our moral obligation to protect the ecosystems*. 5. Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances.	1. Explain how Earth-Sun relationships affect Earth's energy balance (e.g., heating of soil and water at different seasons of the year, differential heating at different latitudes). 2. Identify and describe different climates in terms of precipitation and temperature and the types of plants and animals associated with each using pictures, maps, and graphs. 3. *Explain our moral obligation to act responsibly as stewards of the earth*. 4. Analyze maps to determine the relationship among climate, natural vegetation, and natural resources. 5. Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane's impact on a coastal ecosystem).	1. Analyze climographs for selected places and suggest reasons for similarities and differences in climates. 2. Hypothesize about the future effects of the use of technology on Earth's physical system (e.g., climate, soil, air, water). 3. *Propose ways humankind can preserve God's gift of the environment*. 4. Analyze the causes and effects of changes over time in physical landscapes (e.g., forest cover, water distribution, temperature fluctuations) as show on maps, graphs, and satellite produced images. 5. Predict the potential outcomes of the continued movement of Earth's tectonic plates (e.g., continental drift, earthquakes, volcanic activity).

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard C: Understand relationships between geographic factors and society.

CATHOLIC IDENTITY Standard C: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.*
Understand relationships between geographic factors, society and the Church.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Describe how people dress for various activities (e.g., *Church activities*, making a snowman, going to the beach, going on a picnic).	1. Identify pictures showing how people use air, water, and land in different ways. 2. Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic). 3. Identify food resources coming from farms and water resources from rivers. 4. *Identify ways we can be good stewards of God's earth*.	1. Tell how people pollute the air, water, and land. 2. Select pictures from a series that show people using the environment to meet their needs (e.g., cutting trees in a forest, damming up rivers, mining operations). 3. Locate/draw pictures showing ways that humans use the natural environment. 4. Describe how people have changed the physical environment of the school grounds and the surrounding neighborhood. 5. *Describe the thing they can do as good stewards of God's earth*.	1. Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places. 2. Classify a list of resources into renewable and nonrenewable; *understand that God gave us the resources to use wisely*. 3. Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains; *explain how religion might affect this choice*.	1. Discuss how different groups of people in the world adapt to the physical and human environment to meet their physical, *spiritual* and emotional needs. 2. Compare ways in which people in urban and rural communities meet their needs from the environment. 3. Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems. 4. Identify resources whose value has changed over time as technology has changed. 5. Describe changes in the local environment over time.

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard C: Understand relationships between geographic factors and society.

CATHOLIC IDENTITY Standard C: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.* *Understand relationships between geographic factors, society and the Church.*

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

Grade 5	Grade 6	Grade 7	Grade 8
1. Create a map showing the occurrence of natural hazards in the United States. 2. Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day. 3. Analyze map and aerial photos of the community to determine how humans use, abuse, and protect resources. 4. Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry). 5. *Recognize the need to pray for victims of natural disasters.*	1. Compare the natural hazards that occur in other countries to determine their intensity and effect. 2. Explain the concentrations of urban settlement centers with high population density using maps. 3. Evaluate effects of technological change on transportation, communications, and resource use. 4. Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter, stream pollution). 5. *Identify and describe moral obligations to help aide others afflicted by disasters (e.g., tornadoes, hurricanes, AIDS, bird flu, etc.).*	1. Explain the different patterns in population density using geographic tools (e.g., pyramids, maps). 2. Identify human induced changes in landforms, climate, natural vegetation, and resources of their local community, state of Illinois, nation, and the world. 3. *Discuss the human induced changes in relation to our Catholic responsibility.* 4. Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment. 5. Formulate several hypotheses about relationships among resources, manufacturing and service industries, transportation, and population densities in different regions of the United States and the world. 6. Discuss the effects of an extreme weather phenomenon on human populations in different regions of the United States and the world (e.g., hurricanes, flooding, tornadoes). 7. Identify social, political, and economic factors that attract people to, and repel people from, urban centers.	1. Explain the patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the United States and the world. 2. *Identify ways that humankind can share resources with emphasis on their responsibility as Catholics.* 3. Identify reasons related to the natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia). 4. Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment. 5. Explain how human induced alterations of the environment have resulted in human migration (e.g., "Okies" from the Dust Bowl to California, the expanding Sahara). 6. Rank natural hazards based on the degree of impact on people and the physical environment (e.g., loss of life, destruction of property, economic impact, alteration of ecosystems). 7. *Understand the moral and religious obligation to help those affected by natural disasters. List different ways to help.*

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard D: Understand the historical significance of geography.

CATHOLIC IDENTITY Standard D: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.* *Understand the historical significance of geography and the Church.*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Look at pictures and identify the seasons.	1. Identify changes in natural vegetation in your neighborhood during the four seasons. 2. Observe and record changes in the school and local community through pictures or photos. 3. Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time. *4. Tell how parish, church and community have changed over time.*	1. Describe daily changes in the weather and changes in the seasons in the local community. 2. *Describe changes in the liturgical seasons of the Church.* 3. Describe seasonal changes occurring on the school ground throughout the year. 4. Explain why physical and human features in the local environment change over time. 5. *Explain why physical and human features of the church change over time (e.g., baptismal font, holy water, tabernacle).*	1. Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories). 2. Create a map or draw pictures showing ways that students would like their neighborhood to change in the future; *consider moral aspects and Catholic values when planning the changes.* 3. Depict ways students would like their community's environment to change in the future using maps or images.	1. Compare historical and contemporary perceptions people have of the same place. 2. Describe the geographic history of a community. 3. Analyze how the physical features of U.S. regions have affected the settlement patterns; *compare the settlement patterns with religions.*

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
Standard D: Understand the historical significance of geography.

CATHOLIC IDENTITY Standard D: *Understand world geography and the effects of geography and religion on society with an emphasis on the United States.* *Understand the historical significance of geography and the Church.*

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

Grade 5	Grade 6	Grade 7	Grade 8
1. Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features. 2. Analyze how customs and traditions of people from different parts of the world change over time. 3. Describe how physical characteristics of a region or a nation influence people's point of view and the decisions they make over time. 4. *Describe how the customs and traditions of the Catholic Church are the same worldwide.*	1. Explain how technological developments have influenced the migration of people. 2. Analyze selected historical and *religious* events to determine how they influenced the migration of people throughout the world. 3. Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years. 4. Analyze how physical features have both posed barriers and provided avenues to settlement. 5. *Analyze how physical features have influenced religious ideas.*	1. Describe instances of how places can be changed or destroyed as a result of natural processes. 2. Describe how humans have adapted to environmental changes caused by natural processes. 3. Explain how human characteristics of a place are influenced by acculturation (e.g., Spanish culture in middle and South America and the United States Southwest, Hindu and Muslim culture in Southeast Asia). 4. Explain how an environmental change in one part of the world can affect places in other parts of the world over time. 5. *Explain how environmental change in one part of the world can affect social justice in other parts of the world.*	1. Describe how legacies of the past have affected past and present human characteristics of places (e.g., wealth and poverty, exploitation, colonialism and independence). 2. Explain, in terms of "push-pull" factors, the major population movements that have occurred in the past and may occur among places and regions. *What was the effect of religious oppression and religious tolerance*? 3. Analyze maps of human settlement and routes traveled in the past to determine the relationship between where people lived and their movements.