

# Diocese of Joliet: Catholic Curriculum Standards for Social Science, Grades K-8

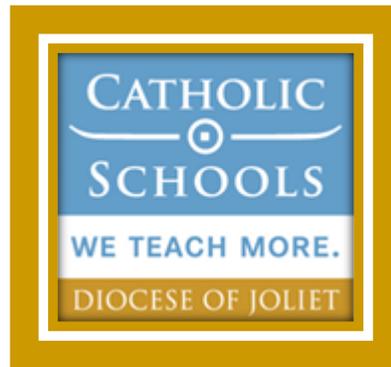
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# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet*

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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 culture and to form students as
- to promote a synthesis of faith, life, and disciples of Jesus.



# DIOCESE OF JOLIET

## CATHOLIC SCHOOL

### STANDARDS FOR SOCIAL SCIENCE



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*

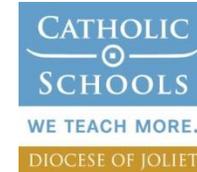
*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, # 58-59*

#### **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

## *Affective Goals for Social Science, Political Systems:*



### **Catholic Standards 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.

- 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, *not just with those around us, but for those who have gone before us and those who will come after us.* [CSDS2](#)
- 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.
- 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: *demonstrate respect and solicitude to individual differences among students in the classroom and school community as children of God.* [CSDS3](#)
- To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- 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.
- To display Catholic teachings and values while understanding the role of government in protecting human rights, *discriminate between what is positive in the world, what needs to be transformed, and what injustice must be overcome.* [CSDS4](#)
- [Strive to develop a habitual vision of excellence. CSAD6](#)

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

[Understand what God does for humanity. CSIS3](#)

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

[Understand and explain the human condition and the role and dignity of man in God’s plan. CSIS8](#)

GOAL 14: Understand political systems, with an emphasis on the United States

Standard 14A: Understand and explain basic principles of the United States 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"> <li>1. Recognize rules and responsibilities that students have at home, in school, and in public places <u>including Church</u>.</li> <li>2. Describe rules that help students treat each other fairly <u>because God made all people and wants them treated with dignity</u>.</li> <li>3. Demonstrate ways students help each other (e.g., taking turns and sharing) <u>because all children are God’s children</u>.</li> <li>4. Tell what happens when you break a rule.</li> <li>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>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name rules and responsibilities that students have at home, in school, and in public places <u>including Church</u>.</li> <li>2. Describe rules that help students treat each other fairly <u>because God made all people and wants them treated with dignity</u>.</li> <li>3. Demonstrate ways students help each other (e.g., taking turns and sharing) <u>because all children are God’s children</u>.</li> <li>4. Explain the consequences of breaking rules <u>including religious, spiritual consequences</u>.</li> <li>5. Give an example of a fair resolution to a conflict among people.</li> <li>6. <u>Connect the relationship of rules and responsibilities to Church rules and responsibilities</u>.</li> <li>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>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell about some rules and responsibilities that students have in school to help promote order and safety.</li> <li>2. Name some of the benefits of sharing and taking turns during games and group activities.</li> <li>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>.</li> <li>4. Produce new rules that could apply to students' lives at home, school and <u>Church</u>.</li> <li>5. Demonstrate examples of honesty and fairness when playing or working with other students.</li> <li>6. Give an example of how governments <u>and Church</u> help people live safely and fairly.</li> <li>7. Identify why people need governments <u>and Church</u> to help organize or protect people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between different kinds of rules and responsibilities as applied in the home, school, community and <u>Church</u>.</li> <li>2. Identify some class or school rules that were determined through democratic decision-making.</li> <li>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>.</li> <li>4. <u>Compare the relationship of rules and responsibilities to Church rules and responsibilities</u>.</li> <li>5. Identify the names of people who occupy government offices in their community, state, and federal government.</li> <li>6. Explain why people vote and run for political offices in a democracy.</li> <li>7. Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good.</li> </ol>	<ol style="list-style-type: none"> <li>1. List reasons for forming a government; <u>list reasons for establishing a Church</u>.</li> <li>2. Recognize the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.</li> <li>3. Identify basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.</li> <li>4. Differentiate between citizenship by birth or naturalization.</li> <li>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>).</li> <li>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.</li> <li>7. <u>Tell how a just government needs to follow the law of God by treating individuals with dignity and fairness</u>.</li> </ol>

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

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

[Understand what God does for humanity. CSIS3](#)

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

[Understand and explain the human condition and the role and dignity of man in God's plan CSIS8](#)

[Examine how one's own life and life-choices creates a personal history with eternal consequences. CSIS3 \(7 &8\)](#)

[Demonstrate the ways mankind and societies change and/or persist over time to better understand the human condition. CSIS8 \(7&8\)](#)

GOAL 14: Understand political systems, with an emphasis on the United States

Standard 14A: Understand and explain basic principles of the United States 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"> <li>1. Give examples of civic and personal responsibilities of students and adults.</li> <li>2. Explain the characteristics of a "democracy."</li> <li>3. Justify/define why governments need to make rules and laws for people.</li> <li>4. Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.</li> <li>5. Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.</li> <li>6. Explain how the U.S. Constitution can be amended.</li> <li>7. <u>Compare the relationship of civic rules and responsibilities to Church rules and responsibilities.</u></li> <li>8. Defend the idea of having a Bill of Rights to outline and protect the rights of citizens.</li> <li>9. Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the concept of "consent of the governed."</li> <li>2. Explain the importance of having a written constitution for a government.</li> <li>3. Summarize the main points in constitutional documents.</li> <li>4. Name the courts and judicial officials for local, state, and federal governments.</li> <li>5. Distinguish between the characteristics of a limited and unlimited government.</li> <li>6. <u>Compare the political office process to the way Church leaders are appointed.</u></li> <li>7. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast responsibilities shared between the state and federal governments.</li> <li>2. Identify the rights and principles of limited government found within the Declaration of Independence.</li> <li>3. Classify the type of courts and judicial officials established to operate within the local, state, and federal governments.</li> <li>4. Describe the role of the courts in judicial review.</li> <li>5. <u>Examine how the judicial system has impacted the life and dignity of persons.</u></li> <li>6. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the rights and responsibilities of the individual within the family, social groups, community, or nation.</li> <li>2. Categorize programs and services provided by governments into local, state, and federal levels.</li> <li>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.</li> <li>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).</li> <li>5. <u>Examine how the judicial system has impacted the life and dignity of persons.</u></li> <li>6. Analyze the efforts of our court system to take into account the rights of both those accused of crimes and their victims.</li> <li>7. <u>Identify and describe elements of political systems that support or contradict principles of the Catholic Church.</u></li> </ol>

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

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

[Understand what God does for humanity. CSIS3](#)

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

[Understand and explain the human condition and the role and dignity of man in God’s plan. CSIS8](#)

[Discuss how Church structure and function can assist man in the acquisition of values and virtues. CSIS12](#)

[Identify what is positive in the world, what needs to be transformed, and what injustices must be overcome. CSDS4](#)

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.

*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. Identify persons who are authority figures in their home, school, and community.</li> <li>2. Name a person who has served as President of the United States.</li> <li>3. <u>Plan and/or participate in service projects that help the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify persons who are authority figures in their home, school, <u>Church</u> and community.</li> <li>2. Describe a person who provides positive leadership for others.</li> <li>3. Name a person who has served as President of the United States.</li> <li>4. Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).</li> <li>5. Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).</li> <li>6. <u>Identify leaders of the Church (pope, bishop, pastor).</u></li> <li>7. <u>Plan and/or participate in service projects that help the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>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></li> <li>2. Name the current President of the United States.</li> <li>3. Name the current Governor of Illinois.</li> <li>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></li> <li>5. <u>Plan and/or participate in service projects that help the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Name the current President and Vice President of the United States; <u>name the current Church leaders (pope, bishop, pastor).</u></li> <li>2. Identify the current Governor of the State of Illinois.</li> <li>3. List the names for the levels of government found throughout the United States (city, county, state, federal, or national).</li> <li>4. List the three branches of government found within the state and federal government.</li> <li>5. State the names of the two houses of the U.S. Congress.</li> <li>6. Explain the role that state governments play in the lives of people.</li> <li>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).</li> <li>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).</li> <li>9. <u>Plan and/or participate in service projects that help the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the function of the three branches of government found within the state and federal government.</li> <li>2. Compare and contrast how local and state governments provide services to people.</li> <li>3. Distinguish between the powers and responsibilities of local, state, and federal government.</li> <li>4. <u>Compare and contrast the levels of government to the organization of the Church.</u></li> <li>5. <u>Plan and/or participate in service projects that help the community.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

Describe how we can learn about what God does for humanity. CSIS3

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

Understand and explain the human condition and the role and dignity of man in God’s plan. CSIS8

Discuss how Church structure and function can assist man in the acquisition of values and virtues. CSIS12

Identify what is positive in the world, what needs to be transformed, and what injustices must be overcome. CSDS4

Compare the actions of peoples according to their historical and cultural norms to current Catholic moral norms and virtues. CSIS11 (7&8)

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.

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

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

Understand the election process and special responsibilities of Catholic citizens.

Value and develop a love for the common good and our shared humanity, not just with those around us, but for those who have gone before and those that will come after us. CSDS2

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7

GOAL 14: Understand political systems, with an emphasis on the United States.

Standard 14C: Understand election processes and responsibilities of 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., 15<sup>th</sup> and 19<sup>th</sup> Amendments).</p>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

Understand the election process and special responsibilities of Catholic citizens.

Value and develop a love for the common good and our shared humanity, not just with those around us, but for those who have gone before and those that will come after us. CSDS2

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7

Value one’s own role and dignity as man in God’s plan and creation. CSGS5

Compare the actions of peoples according to their historical and cultural norms to current Catholic moral norms and virtues. CSIS11 (7&8)

GOAL 14: Understand political systems, with an emphasis on the United States.

Standard 14C: Understand election processes and responsibilities of 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"> <li>Describe situations in their home, school, or community where the rights of minorities have been respected.</li> <li>Predict the consequences of ignoring the rights of other people in public places.</li> <li>Explain how an individual or group has solved a problem, in their community.</li> <li>Identify voting requirements.</li> <li><u>Identify the issues of a candidate’s campaign/platform and compare with the teachings of the Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>Create a list of ideas that would encourage more civic responsibility among people.</li> <li>Explain the role of a citizen in choosing leaders.</li> <li>Explain how people are elected to all levels of our government.</li> <li>Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people.</li> <li><u>Discuss the moral responsibilities of citizens in choosing leaders that support the teachings of the Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>Describe the requirements for candidates for local, state, and national offices.</li> <li><u>Evaluate candidates for local, state and national office based on concepts of Catholic Social Justice.</u></li> <li>Compare the platforms of two or more political parties during an election to determine differences.</li> <li>Explain the position on a particular issue of a candidate for political office.</li> <li>Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions).</li> </ol>	<ol style="list-style-type: none"> <li>Describe responsibilities that citizens share during an election.</li> <li><u>Study the impact Catholic Social Justice issues might have on citizens during an election.</u></li> <li>Compare/contrast the historical positions of political parties in elections.</li> <li>Compare historical examples of issues in local, state, or national elections affecting the civil rights of various groups.</li> <li>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).</li> <li>Analyze an example of a government denying voting rights to individuals or groups.</li> <li>Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions).</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

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

Identify the differences among the values of various political systems and how they correlate with Catholic teaching. CSIS7

Recognize how the central themes within the stories of important Catholic figures and saints repeat over time. CSIS6

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.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Develop an awareness of the roles of leaders in their community and <u>Church</u>.</p>	<p>1. Name a student, parent or <u>Church</u> group that serves their school.</p> <p>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).</p> <p>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).</p> <p>4. <u>Identify a Church-based organization that helps the community, parish and school.</u></p>	<p>1. Identify a student, parent or <u>Church</u> group that serves the school.</p> <p>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></p> <p>3. Recognize the responsibilities of local government.</p>	<p>1. Explain what is meant by the idea of "the common good of the people."</p> <p>2. Describe a situation wherein the common good supersedes the interests of individuals.</p> <p>3. Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations).</p> <p>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>).</p> <p>5. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u></p>	<p>1. Explain why someone would join a non-profit, civic or <u>Church</u> group that serves the common good (e.g., Red Cross).</p> <p>2. Identify a current or controversial issue in the community; <u>compare with Catholic viewpoint.</u></p> <p>3. Identify the names of the major political parties.</p> <p>4. <u>Explain why Jesus calls us to a life of service and to use our talents to serve others.</u></p>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

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

Identify the differences among the values of various political systems and how they correlate with Catholic teaching. CSIS7

Recognize how the central themes within the stories of important Catholic figures and saints repeat over time. CSIS6

Explore how the moral qualities of the citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies. CSIS13 (7&8)

Discuss thoughts and deeds of great men and women of the past. CSIS15

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.

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

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7

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

Explain what is positive in the world, what needs to be changed, and what injustices must be overcome. CSDS4

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.

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

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

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

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7

Explain what is positive in the world, what needs to be changed, and what injustices must be overcome. CSDS4

Explore how the moral qualities of the citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies. CSIS13 (7&8)

Identify the dangers of relativism present in the notion that one culture cannot critique another, that truth is culturally created; or that truth is not to be shared and celebrated wherever found. CSIS27 (7&8)

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.

*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. Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties).</li> <li>2. Identify government branches and offices at the federal level that are responsible for conducting foreign affairs.</li> <li>3. Identify a treaty the United States has signed with another country.</li> <li>4. Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy.</li> <li>5. <u>Discuss the ways the Pope influences foreign policy throughout the world.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a political tradition or custom that had its origin in another country (e.g., representative government).</li> <li>2. Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF).</li> <li>3. Research an historical treaty the United States has signed with another nation or international organization.</li> <li>4. <u>Identify U.S. foreign policy that supports Catholic Church teaching (e.g., justice, stewardship, human dignity).</u></li> </ol>	<ol style="list-style-type: none"> <li>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></li> <li>2. Explain an historical event in which the United States played a leading role.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify situations in which the United States diplomacy favors one nation over another (e.g., trade, military, protection).</li> <li>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></li> <li>3. Compare/contrast the ideals and interests of the United States in participating in international organizations.</li> <li>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).</li> <li>5. Predict the effects of technology on foreign policy decision-making.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

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

Explain the history of the Catholic Church and its impact in human events. CSIS4

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

Value the significance and impact to the Catholic Church throughout history. CSDS5

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.

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 reasons for being honest and truthful.</li> <li>2. Recite the Pledge of Allegiance with the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give reasons for being honest and truthful when talking and working with other people <u>emphasizing God’s rules (The Ten Commandments)</u>.</li> <li>2. State the benefits of showing respect for the ideas and property of others.</li> <li>3. Name a holiday with political significance.</li> <li>4. Identify a patriotic symbol of the United States (e.g., flag, bald eagle).</li> <li>5. Describe what freedom means <u>including religious freedom</u>.</li> <li>6. Recite the Pledge of Allegiance.</li> </ol>	<ol style="list-style-type: none"> <li>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>).</li> <li>2. Give examples of people being honest and truthful when working with others.</li> <li>3. Describe how a holiday represents the ideas of freedom (e.g., Fourth of July, Veteran’s Day).</li> <li>4. <u>Identify important Church holidays; be aware of the liturgical calendar</u>.</li> <li>5. Describe how a holiday such as Memorial Day represents the idea of sacrifice to preserve freedom.</li> <li>6. State reasons why people benefit from basic rights such as freedom of speech.</li> <li>7. Discuss the meaning of the <u>Pledge of Allegiance</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change).</li> <li>2. <u>Identify saints who have dedicated their lives to helping others</u>.</li> <li>3. Define the concept of "Patriotism."</li> <li>4. Identify reasons why people have chosen a democracy for their plan of government.</li> <li>5. Define the concept of "liberty."</li> <li>6. Identify an artistic expression (e.g., song, parenting, film) that illustrates the traditions important to our political system and concept of freedom.</li> <li>7. Recognize the state flag and motto of Illinois.</li> <li>8. Explain the purpose of the Pledge of Allegiance.</li> <li>9. <u>Relate the Apostles’ Creed to our beliefs</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).</li> <li>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).</li> <li>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).</li> <li>4. <u>Recognize the presence of religious symbols within political symbols and mottoes of the United States</u>.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

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

Explain the history of the Catholic Church and its impact in human events. CSIS4

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

Value the significance and impact to the Catholic Church throughout history. CSDS5

Internalize Catholic virtues and values from the study of human history to better evaluate one’s own behaviors, the trends of contemporary society, and prevalent social pressures and norms. CSDS4

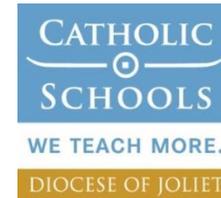
GOAL 14: Understand political systems, with an emphasis on the United States.

Standard 14F: Understand the development of the United States political ideas and traditions.

*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>Describe examples of the developments of basic freedoms for the people of the United States.</li> <li>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).</li> <li>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.</li> <li>Describe historical examples featuring the denial or extension of civil rights to various individuals or groups.</li> <li>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).</li> <li><u>Compare government symbols and traditions with our Catholic symbols and traditions.</u></li> </ol>	<ol style="list-style-type: none"> <li>Give examples of events where people have had to fight to win their equality and/or <u>religious freedom.</u></li> <li>Analyze conflicts over the rights and freedom of competing individuals or groups.</li> <li>Compare the arguments of competing public interest groups on constitutional rights.</li> </ol>	<ol style="list-style-type: none"> <li>Provide an argument justifying the need for civil rights for citizens of any nation.</li> <li>Summarize the historical development of the concept of individual liberty (e.g., Colonial America).</li> <li>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></li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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></li> <li>Complete arguments for expanding or limiting freedoms and protection for citizens outlined in the Bill of Rights.</li> </ol>

## *Affective Goals for Social Science, Economics:*



### **Catholic Standards for Social Science**

Students will use Social Science to understand that as Christians we are called to be compassionate and advocate for the just treatment of all people, especially those marginalized by society.

- A. To characterize, as members of the Catholic Church, the moral choices of stewardship as related to the different aspects of economic systems, acknowledging the importance of community and the common good.
- B. To display a deeper compassion for the division between rich and poor, realizing the impact that economic choices have on all members of society; to recognize the preferential option for the poor and marginalized.
- C. To influence the economic principles of the community so that the poor and vulnerable are served and the rights of the worker are recognized.
- D. To differentiate between WANT and NEED while adhering to the principles of human dignity.
- E. To ensure various government policies and decisions are in keeping with Catholic social teaching with regard to human dignity and the common good.
- F. [Develop a habitual vision of greatness. CSDS6](#)

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand the moral consequences of how different economic systems operate in exchange, production, distribution and consumption of goods and services.

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7 (7-12 CS)

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions .CSIS7 (K-6 CS)

GOAL 15: Understand economic systems with an emphasis on the United States.

Standard 15A: Understand how different economic systems operate in exchange, production, distribution and consumption of goods and services.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Identify community workers and <i>Church workers</i>; tell about the services they provide.</p>	<p>1. Identify goods and services. 2. Describe a choice they have made and explain why they had to make a choice. 3. Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children); <i>explain why God wants all people to be treated fairly.</i> 4. Describe jobs they do at home; <i>tell how these responsibilities serve God.</i> 5. Identify workers they see at school, <i>in the parish</i> and in the community.</p>	<p>1. List and categorize goods and services families consume. 2. Explain how a family makes an economic or <i>moral</i> choice. 3. Identify jobs students might do to earn pay. 4. Match workers in the community to the goods and services they produce. 5. <i>Discuss the meaning and importance of stewardship.</i></p>	<p>1. Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource. 2. <i>Explain how the choices we make can be influenced by our Catholic beliefs rather than economics.</i> 3. Analyze the advantages and disadvantages of distributing a good or service in different ways. 4. List jobs people do to earn wages. 5. Identify producers of goods and services in the community. 6. List the sources of money in their life, and identify money they receive for work.</p>	<p>1. Identify the resources (human, natural, capital) used in the production of goods and services. 2. Identify alternative uses for a given a set of resources. 3. Define labor (i.e., human resource used to produce goods and services). 4. Explain how wages or salaries (the price of labor) act as incentives for people to provide labor. 5. Distinguish between "unemployed" and "non-employed" persons in the economy. 6. Identify skills and knowledge needed for a job. 7. <i>Discuss how to treat workers with dignity and to insure non-discrimination.</i></p>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand the moral consequences of how different economic systems operate in exchange, production, distribution and consumption of goods and services.

Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. CSIS7 (7-12 CS)

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions .CSIS 7 (K-6 CS)

Distinguish the religious dimensions and basic elements of Christian social ethics within historical events. CSIS19 (7& 8)

GOAL 15: Understand economic systems with an emphasis on the United States.

Standard 15A: Understand how different economic systems operate in exchange, production, distribution and consumption of goods and services.

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 a market economy answers the three basic economic questions:                             <ol style="list-style-type: none"> <li>a. What to produce?</li> <li>b. How to produce?</li> <li>c. For whom to produce?</li> </ol> </li> <li>2. Identify the productive resources people sell to earn income.</li> <li>3. Identify human resources in their community and the goods and services they produce.</li> <li>4. Analyze the relationship between what they learn in school and the skills they need for a job.</li> <li>5. <u>Discuss the moral obligation of companies and government to treat workers fairly.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define productivity.</li> <li>2. Demonstrate how productivity increases through the use of technology.</li> <li>3. Demonstrate how education and training improve skills and increase productivity.</li> <li>4. Explain that in a market economy, producers make the goods and services consumers want.</li> <li>5. <u>Describe the role of the Church in protecting the dignity of workers.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that consumer demand determines what producers will produce in a market economy.</li> <li>2. Explain the relationship between productive resources households sell to businesses and the goods and services businesses sell to households. Include the payments received.</li> <li>3. Identify times when students or adults are consumers and when students or adults are producers.</li> <li>4. <u>Discuss the relationship between productivity and wages based on the Church’s teaching about dignity and rights of the worker.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the price of productive resources in a market economy would influence producer decisions about how, how much, and to what to produce.</li> <li>2. Analyze the relationship between productivity and wages.</li> <li>3. Demonstrate the circular flow of interaction among households, businesses and government in the economy.</li> <li>4. Describe the role of financial institutions in the economy.</li> <li>5. Identify the causes of unemployment.</li> <li>6. Define GDP (Gross Domestic Product).</li> <li>7. <u>Analyze the relationship between productivity and wages based on the Church’s teaching about dignity and rights of the worker.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand that scarcity necessitates consumer choices which have moral implications.

Discriminate between what is positive in the world, what needs to be transformed, and what injustices must be overcome. CSDS4

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15B: Understand that scarcity necessitates choices by consumers.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. <u>Tell why God wants us to help others.</u>	1. Identify a choice students have made when buying a good or service. 2. List goods they want and label them as "wants." 3. Make a choice between two items and tell what was given up. 4. <u>Tell why God wants us to help provide for the needs of others.</u>	1. Describe times when students or families have been consumers. 2. Identify a choice students have made based on wants and needs. 3. Identify ways in which scarce items might be distributed in the classroom, <u>Church</u> , and/or community (e.g., 10 cookies for 20 children).	1. Match a list of wants with an example of a good, service, or leisure activity that satisfies each want. 2. Identify a consumer choice made by families and explain why a choice had to be made; <u>explain the choice based on moral responsibilities.</u> 3. Choose from among three or more items and identify the opportunity cost as the next best alternative.	1. Identify criteria they use when making consumer choices. 2. Identify the cost of a recent consumer choice they have made. 3. <u>Identify criteria aligned with Catholic values that students use when making consumer choices (e.g., clothing, music, games).</u>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand that scarcity necessitates consumer choices which have moral implications.

Discriminate between what is positive in the world, what needs to be transformed, and what injustices must be overcome. CSDS4

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15B: Understand that scarcity necessitates choices by consumers.

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. Apply the concept of opportunity cost to choices in the classroom.</li> <li>2. Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes)</li> <li>3. Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased.</li> <li>4. Explain why consumers will buy more goods and services at lower prices and fewer at higher prices.</li> <li>5. Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services.</li> <li>6. <u>Describe the obligation to share resources with all of God’s people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that a market exists whenever buyers and sellers exchange goods and services.</li> <li>2. Identify examples of people acting as consumers and as producers.</li> <li>3. Illustrate the law of demand.</li> <li>4. Explain that prices are determined through the buying and selling decisions made by buyers and sellers.</li> <li>5. Explain that competition takes place when there are many buyers and sellers of similar products.</li> <li>6. Identify markets where there is competition among sellers.</li> <li>7. Identify examples of competition among buyers.</li> <li>8. <u>Identify markets that are morally unacceptable. Tell why.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why people are both consumers and producers.</li> <li>2. Identify markets where buyers and sellers meet face-to-face and markets in which buyers and sellers never meet directly.</li> <li>3. Explain the benefits to consumers of competition among sellers.</li> <li>4. Analyze the impact on prices of competition among buyers <u>as measured by our responsibility as stewards of God’s creation.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why, as market price of a good or service goes up, the quantity demanded by consumers goes down.</li> <li>2. Predict how the change in price of one good or service can lead to changes in prices of other goods and services.</li> <li>3. Explain how prices help allocate scarce goods and services in a market economy.</li> <li>4. Explain why shortages and surpluses occur in a market economy and provide real-world examples of each.</li> <li>5. <u>Analyze shortages and surpluses in relation to our responsibility as stewards of God’s creation.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand that scarcity necessitates producer choices which have moral implications.

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

Value and develop a love for the common good and our shared humanity, not just with those around us, but for those who have gone before and those who will come after us. CSDS2 (7-12 CS)

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15C: Understand that scarcity necessitates choices by producers.

*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. Identify people who produce goods and services in the community.</li> <li>2. List the resources needed to make a simple item.</li> <li>3. <u>Tell why God wants us to make choices that are good not only for ourselves but for others.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that people who make goods and services are producers.</li> <li>2. List examples of human, natural, and capital resources.</li> <li>3. <u>Explain the moral choices that producers make and how they affect the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. List examples of producers in the economy and identify what they produce.</li> <li>2. <u>List producers who follow/adhere to Catholic values. Explain why.</u></li> <li>3. Classify productive resources as human, natural, and capital.</li> <li>4. Explain that productive resources are limited.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain supply and demand.</li> <li>2. Define "entrepreneur."</li> <li>3. Classify examples of human, natural, and capital resources.</li> <li>4. <u>Tell why conservation of God's creation is important and list things they can do to conserve.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand that scarcity necessitates producer choices which have moral implications.

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

Value and develop a love for the common good and our shared humanity, not just with those around us, but for those who have gone before and those who will come after us. CSDS2 (7-12 CS)

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15C: Understand that scarcity necessitates choices by producers.

*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. Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.</li> <li>2. Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.</li> <li>3. Identify markets in which there are very few sellers and markets in which there are many sellers.</li> <li>4. Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).</li> <li>5. <u>Describe the obligation to share resources with all of God’s people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how price is an incentive to buyers and sellers.</li> <li>2. Analyze the effect of price changes on buyers and sellers.</li> <li>3. Explain that there are incentives other than price that affect people’s behavior in the economy.</li> <li>4. Provide examples of positive incentives (rewards) that affect economic behavior.</li> <li>5. Provide examples of negative incentives (penalties) that affect economic behavior.</li> <li>6. Define the law of supply.</li> <li>7. <u>Identify moral incentives that affect individual and corporate purchasing decisions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how changes in price affect producer behavior.</li> <li>2. Explain why people’s response to an incentive may vary because of differing values or <u>influenced by religious teaching.</u></li> <li>3. Predict the impact on supply of a goods or service when non-price determinants change (e.g., number of producers; cost of production).</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide examples of how changes in incentives encourage people to change their economic behavior in predictable ways.</li> <li>2. Provide examples of how the same incentive will bring about differing responses from differing people <u>based on their understanding of religious teachings.</u></li> <li>3. Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand moral values behind the understanding of trade as an exchange of goods and services.

Explain how one's beliefs about God, about humanity, and about material things, affect one's actions. CSIS7

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15D: Understanding trade as an exchange of goods or services.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Begin to understand the use of trade to obtain goods and services.</p>	<p>1. Identify exchanges that students have made without the use of money.</p> <p>2. Identify exchanges that students have made with the use of money.</p> <p>3. List items that students use but do not make themselves.</p> <p>4. <u>Determine why God wants us to treat each other fairly.</u></p>	<p>1. Define barter.</p> <p>2. Give examples of barter in the economy.</p> <p>3. Describe a trade that has been made and why the people agreed to trade; <u>tell why it is or isn't fair and moral.</u></p>	<p>1. Describe an exchange that individual students have made. Explain the results of the trade/exchange. <u>Discuss how the trade was fair to all parties.</u></p> <p>2. List examples of exchanges families make, with and without money.</p> <p>3. Describe how money makes exchange easier.</p> <p>4. <u>Compare fair trade and the Golden Rule.</u></p>	<p>1. Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.</p> <p>2. Identify current and historical examples of exchange (both barter and monetary).</p> <p>3. Identify the division of labor in a simple production <u>and the need for fairness.</u></p> <p>4. Identify examples of division of labor in the school, community <u>and Church.</u></p>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand moral values behind the understanding of trade as an exchange of goods and services.

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

Value one’s own role and dignity as man in God’s plan and creation. CSGS5 (7&8)

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15D: Understanding trade as an exchange of goods or services.

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 the benefits of exchanging with the use of money.</li> <li>2. Identify the primary functions and services of financial institutions.</li> <li>3. Predict how people's lives would be different if they did not trade with others for goods and services they use.</li> <li>4. Illustrate how division of labor in a production process can increase productivity.</li> <li>5. Explain how division of labor creates interdependence.</li> <li>6. Analyze the impact of interdependence on the production process.</li> <li>7. <u>Explain the moral obligations involved in the exchange of goods and services.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define imports.</li> <li>2. Define exports.</li> <li>3. Provide examples of economic specialization.</li> <li>4. Identify technologies that exist today that impact trade.</li> <li>5. Explain the benefits of trade and the motivations behind it.</li> <li>6. <u>Describe how moral considerations can influence trade agreements. Give examples.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify exports produced in the local community or state.</li> <li>2. Explain why countries benefit when they exchange goods and services.</li> <li>3. Explain how specialization usually increases productivity in an economy.</li> <li>4. Provide examples of how specialization increases interdependence among consumers and producers.</li> <li>5. Explain how technological changes have led to new and improved products.</li> <li>6. Explain how people’s incomes reflect choices they have made about education, training, skill development, and careers.</li> <li>7. <u>Explain how materialism should be tempered by a sense of justice and trade should be based on mutual benefit.</u></li> <li>8. Identify new technologies over time and explain their impact on the economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define and provide an example of comparative advantage in the school or community.</li> <li>2. Explain why comparative advantage leads to specialization and trade.</li> <li>3. Identify barriers to trade and their impact, and explain why nations create barriers to trade.</li> <li>4. Analyze the impact of an increase or decrease in imports/exports on jobs and consumers in the U.S.</li> <li>5. Explain how people’s incomes reflect choices they have made about education, training, skill development, and careers.</li> <li>6. <u>Analyze materialism in relation to social justice. Evaluate trade and mutual benefits.</u></li> <li>7. Identify new technologies over time and explain their impact on the economy.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand the moral implications of policies and decisions on production and consumption.

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7

GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.

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. Identify workers who provide public goods and services in the community.</li> <li>2. <u>Identify charities and Catholic services that provide goods and services to those in need.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify public goods and services that students or families use.</li> <li>2. <u>Identify the goods and services used by the Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between public goods and services and private goods and services.</li> <li>2. <u>Compare/contrast public schools and Catholic schools.</u></li> <li>3. Describe examples of public goods and services in the community or state.</li> <li>4. Identify governments as the providers of public goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define public goods and services.</li> <li>2. Explain types of taxes and name at least two taxes students or adults pay.</li> <li>3. Explain how governmental bodies use taxes.</li> <li>4. <u>Identify services provided by the Church and how they are funded.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand moral aspects of the economic systems of the United States.

Understand the moral implications of policies and decisions on production and consumption.

Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7 (K-6 CS)

Demonstrate the ways men and societies change and/or persist over time to better understand the human condition. CSIS8 (7&8)

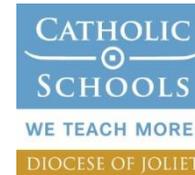
GOAL 15: Understand economic systems, with an emphasis on the United States.

Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.

*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 public goods and services in the community, state, and nation.</li> <li>2. Describe the different types of taxes (e.g., income tax, sales tax, and property tax).</li> <li>3. <u>Identify how taxes benefit Catholic and private education.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the differences between income tax, sales tax, and property tax.</li> <li>2. Identify what people would give up if governments had no power to tax.</li> <li>3. Identify what goods and services are provided by various levels of government.</li> <li>4. <u>Discuss the advantages and disadvantages of the tax-exempt status of non-profit organizations, such as a church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify laws and government policies that protect property rights, enforce contracts, and maintain competition.</li> <li>2. Explain why there is a role for government in the economy.</li> <li>3. <u>Discuss the role we all play in protecting the poor and vulnerable.</u></li> <li>4. Explain how laws and government policies affecting the economy have changed over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify examples of proportional, progressive, and regressive taxes in the economy; evaluate fairness of each tax.</li> <li>2. Analyze the benefits and costs to individuals and businesses of government policies that affect the economy.</li> <li>3. <u>Analyze the benefits and costs to individuals and businesses when they operated to protect the poor and vulnerable.</u></li> <li>4. Identify the main sources of revenue for federal and state governments.</li> <li>5. Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.</li> </ol>

## *Affective Goals for Social Science, History*



### **Catholic Standards 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; value the cultural inheritance the Church provides us yesterday and today; and identify and relate to Church individuals and movements.* **CSGS3**
- 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.
- F. *Develop a habitual vision of greatness.* **CSDS6**

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARD

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

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

Relate that Jesus, as God incarnate, existed in history just like we do. CSIS2

Describe how reading history is a way we can learn about what God does for humanity. CSIS3

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.

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. <i>Talk about the role of saints in history.</i></li> <li>7. <i>Describe what life was like when Jesus was alive.</i></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. <i>Tell what it was like for a saint during their time.</i></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, <i>incorporate Catholic history.</i></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 <i>including a Bible</i>).</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, <i>include events in Church history.</i></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, <i>include religious beliefs.</i></li> <li>6. Locate a website for the study of history, <i>including Church history</i> on the World Wide Web.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARD

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

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

Relate that Jesus, as God incarnate, existed in history just like we do. CSIS2

Describe how reading history is a way we can learn about what God does for humanity. CSIS3

Explore how the moral qualities of the citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies. CSIS13 (7&8)

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.

*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

CATHOLIC STANDARD

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

Understand the development of significant Church or religious events.

Explain the history of the Catholic Church and its impact in human events. CSIS4

Exhibit knowledge of essential dates, persons, places and facts, especially those relevant to the western traditions. CSIS5

Recognize how the central themes within the stories of important Catholic figures and saints repeat over time. CSIS6

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).

*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

CATHOLIC STANDARD

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

Understand the development of significant Church or religious events.

Explain the history of the Catholic Church and its impact in human events. CSIS4

Exhibit knowledge of essential dates, persons, places and facts, especially those relevant to the western traditions. CSIS5

Recognize how the central themes within the stories of important Catholic figures and saints repeat over time. CSIS6

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).

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>Identify individuals and turning points in political history.</li> <li><u>Identify individuals and turning points in Church history; tell the effects of the events.</u></li> <li>Analyze the consequences of political ideas and actions taken by significant individuals in the past.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period.</li> <li>Analyze political events, figures, and ideas in the colonies that led to the American Revolution.</li> <li>List the key figures, events, and ideas in the development of the United States government during the Early National Period.</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela).</li> <li>Describe major leaders and/or developments in Western world.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and explain important periods in history.</li> <li>Describe how individuals and events have shaped political systems.</li> <li><u>Explain how religion has shaped political systems.</u></li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Explain growth of U.S. politics and political parties.</li> <li>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).</li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Gandhi, freedom fighters).</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>Compare the growth of government throughout history.</li> <li>Compare and contrast the contributions of individuals or political groups who had a significant impact on local, U.S. and/or world history.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Explain the growth of democracy in the United States as reflected in the Declaration of Independence and the Constitution of the United States.</li> <li>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).</li> <li><u>Research decisions made by the Supreme Court regarding individual rights and compare to the beliefs of the Catholic Church.</u></li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Describe political beliefs of significant individuals and groups during a turning point in history.</li> <li>Compare/contrast the development of the political ideology of significant individuals from a Western civilization with that of a non-Western civilization.</li> <li>Define the concept of Feudalism.</li> </ol>	<ol style="list-style-type: none"> <li>What is diplomatic history? Give examples of diplomacy.</li> <li>Identify important political thinkers.</li> </ol> <p><u>United States</u></p> <ol style="list-style-type: none"> <li>Evaluate the consequences of constitutional change and continuity over time</li> <li>Summarize significant events that occurred during the development of the Supreme Court of the United States.</li> <li>Describe the contributions of individuals or groups who had a significant impact on the course of judicial history.</li> <li><u>Evaluate decisions made by the Supreme Court regarding individual rights and the beliefs of the Catholic Church.</u></li> </ol> <p><u>World</u></p> <ol style="list-style-type: none"> <li>Analyze the political cause and effect relationships created by European exploration and expansion in the eastern and western hemispheres.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.  
 Understand how moral or religious thought contributed to the development of economic systems.  
 Explain how one’s beliefs about God, about humanity, and about material things, affect one’s actions. CSIS7  
 Discuss how history can assist man in the acquisition of values and virtues. CSIS12

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).

*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

### CATHOLIC STANDARDS

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

Understand how moral or religious thought contributed to the development of economic systems.

*Explain how one's beliefs about God, about humanity, and about material things, affect one's actions. CSIS7*

*Discuss how history can assist man in the acquisition of values and virtues. CSIS12*

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).

*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. <i><u>Tell how moral and ethical viewpoints can shape economic decisions.</u></i></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. <i><u>Explain how significant religious ideas of the past altered choices and influenced history.</u></i></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. <i><u>Research the Church's responses to past inventors and economic systems.</u></i></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify major periods in economic history.</li> <li>2. <i><u>Relate how religion affected economics during a major period in history.</u></i></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 <i>religious</i> developments of societies in different parts of the world, 1500 CE to present.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious events, trends, individuals and movements shaping the history of the United States, other Nations and the Church.  
 Understand social history of Church, Illinois, United States, and world.  
 Demonstrate an understanding about great figures of history by examining their lives for examples of virtue. CSGS2  
 Value the significance and impact of the Catholic Church throughout history. CSDS5

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).

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	8. Give examples of customs and traditions from the past. 9. Describe a family, community and <u>parish</u> tradition. 10. Tell how people survived in a community many years ago. 11. <u>Give examples of Church customs and traditions.</u>	8. Identify stories and folktales that describe various customs and practices of the <u>Church</u> , state, country, and world. 9. Tell how stories and folktales influence people. 10. Tell how past traditions show how various customs influence society, <u>including Church traditions.</u> 11. Name organizations that help to improve community life (e.g., Red Cross, YWCA/YMCA, <u>St. Vincent DePaul, CCW, Knights of Columbus</u> ).	8. Compare family life of the past with family life today. 9. Tell about the origin of a family or community tradition or custom. 10. Compare traditions and cultures of the past with those of the present. 11. <u>Compare religious practices of the past with those of today.</u> 12. Describe important people, events, and organizations that influenced social history. 13. <u>Describe important Catholic traditions.</u>	1. Place a series of social events on a timeline. 2. Identify the turning points in United States, world and <u>Church</u> social history. 3. Compare the life of people of various social groups in the past to people of the same group during another time period. 4. Compare traditions and customs of a place or region today with those from the past. 5. Compare/contrast the customs and traditions of a past culture with those of another past culture. 6. <u>Compare/contrast the customs and traditions of the Catholic Church with other religions.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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

Understand social history of Church, Illinois, United States, and world.

Demonstrate an understanding about great figures of history by examining their lives for examples of virtue. CSGS2

Value the significance and impact of the Catholic Church throughout history. CSDS5

Examine how one’s own life and life-choices creates a personal history with eternal consequences. CSIS3 (7& 8)

Analyze how God has revealed Himself throughout time and history, in the things we know best and can easily verify. CSIS4 (7&8)

Demonstrate how historical events and patterns of change help us predict and plan for future events CSIS12 (7&8)

Discuss thoughts and deeds of great men and women of the past. CSIS15 (7 & 8)

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).

*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>8. Identify important events/turning points in social history.</p> <p>9. <u>Identify important Church events that influenced social justice beliefs.</u></p> <p>10. Analyze the issues of social status and social role in the past and present.</p> <p>11. Describe social changes that resulted from cultural exchange between and among different peoples/societies.</p> <p><u>United States</u></p> <p>12. 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

CATHOLIC STANDARDS

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

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

Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man.

CSGS1

Relate how history begins and ends in God and how history has a religious dimension. CSIS1

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).

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

CATHOLIC STANDARDS

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

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

Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man.

CSGS1

Relate how history begins and ends in God and how history has a religious dimension. CSIS1

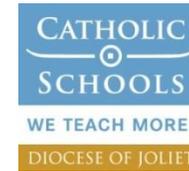
Evaluate how societies have been used to provide a sense of coherence and meaning to human life, shaping and forming human culture and events. CSIS9 (7&8)

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).

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

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Identify turning points in environmental history.</p> <p>2. <u>Describe their roles and responsibilities as stewards of God’s creation.</u></p> <p>3. Describe how various people used human or animal power to cultivate crops before the onset of mechanized technology.</p> <p>4. Provide an example of how some people continue to depend on human or animal power to survive in their environment.</p> <p>5. Describe the effect of significant invention or technological innovation on the physical and cultural environment.</p> <p><u>United States</u></p> <p>6. Describe the physical and cultural features of life in pre-colonial America using images or examples.</p> <p><u>World</u></p> <p>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.</p>	<p>1. Organize a series of environmental events in history.</p> <p>2. Describe how the environment affects people’s lives from past to present.</p> <p>3. Assess the effects of a significant invention or technological innovation on the physical and cultural environment of a place or region.</p> <p>4. Describe how the competition between or among different groups of people for the same land affected the environment.</p> <p>5. <u>Describe how Church doctrine impacts environmental issues.</u></p> <p><u>United States</u></p> <p>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.</p> <p><u>World</u></p> <p>7. Describe how the people of a specific civilization gained control over rivers or other principal physical features.</p>	<p>1. Identify the major periods in environmental history.</p> <p>2. Identify watershed events in the environmental history.</p> <p>3. Describe the development of transportation and communication networks.</p> <p>4. Explain how the environment affected economic and social developments of a specific cultural group after 1500.</p> <p>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.</p> <p>6. <u>Tell how, as stewards of God’s creation, they can make environmental improvements.</u></p> <p><u>United States</u></p> <p>7. Explain how the environment affected economic and social developments of people in a specific region (e.g., Jamestown, “Wild West,” natural disasters).</p> <p><u>World</u></p> <p>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).</p>	<p>1. Analyze the social, political, and economic effects on the abandoned environment of a significant migration of people from one region to another.</p> <p>2. Describe how major migrations have affected the cultural features of cities and rural communities.</p> <p>3. Assess the effect of the industrial revolution on the physical environment.</p> <p>4. Assess the effects on the environment of the historic process of suburbanization and rural depopulation.</p> <p>5. <u>Evaluate the impact of them acting as stewards of God’s creation to make environmental improvements.</u></p> <p><u>United States</u></p> <p>6. Describe the effects on the environment of the dispersion of European colonists in North American.</p> <p><u>World</u></p> <p>6. Describe the environmental effects of the “Colombian Exchange.”</p>



## *Affective Goals for Social Science, Geography:*

### **Catholic Standards 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.
- E. [Develop a habit of greatness. CSDS6](#)

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand world geography and the effects of geography and religion on society with an emphasis on the United States.  
 Locate, describe and explain places, regions and features of God’s creation.

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.

*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. <u>Understand that God created the Earth and all living things.</u>	12. Describe how physical and person-made features look between home and school (e.g., hilly, flat, a river, trees). 13. Construct a model of the physical and person-made features on the school and <i>Parish</i> grounds or in the neighborhood (e.g., using a sandbox and toys). 14. Describe daily changes in the weather and in the seasons in your community. 15. Identify land and water areas on a map of the local community and on a globe. 16. Identify the globe as a model of Earth. 17. Locate objects in the classroom using a simple map. 18. <u>Understand that God created all things: the Earth and all living things.</u>	12. Compare physical and person-made features of different places on the school/ <u>church</u> grounds and in the neighborhood. 13. 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 <i>Make Way for Duckling</i> and the <u>Giving Tree</u> . 14. Observe and suggest reasons for locations of stop signs, stoplights, fire hydrants, and other human made features in the area around the school and <u>Church</u> . 15. Identify similar physical characteristics of Earth using the globe and pictures. 16. <u>Identify physical characteristics of Earth using the globe and maps: explain that they are God’s creation.</u> 17. Respond to verbal instructions using a compass rose (directions).	14. Locate the community, Illinois, United States, and North America relative to other places on a globe. 15. Draw a map that shows the location of several landmarks in the community relative to the school/ <i>Parish</i> . 16. Locate places on a map, which has a number/letter grid reference system. 17. Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators). 18. Draw a sketch map of the community, which shows its physical and human characteristics. 19. Point out the location of the poles, the equator, and the hemispheres on a globe and/or map. 20. <u>Locate on a map the origin of Christianity.</u>	1. Describe the location of countries relative to the locations of other countries; <u>identify the religions in those locations.</u> 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.

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

Understand world geography and the effects of geography and religion on society with an emphasis on the United States.  
 Locate, describe and explain places, regions and features of God’s creation.

**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.

*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. Mark major ocean currents, wind patterns, landforms, and climate regions on a map.</li> <li>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).</li> <li>3. Describe the locations of major physical and human features in the community.</li> <li>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).</li> <li>5. Design symbols as references for map interpretation and place them in a legend/key to be used on a map.</li> <li>6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.</li> <li>7. <u>Locate, on a map, significant Catholic shrines throughout the world.</u></li> </ol>	<ol style="list-style-type: none"> <li>13. Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and/or the world.</li> <li>14. <u>Locate on a map some religious sites both past and present.</u></li> <li>15. 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).</li> <li>16. Identify, using only a mental map, the countries through which a person would pass as they travel along a straight-line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi).</li> <li>17. Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois).</li> <li>18. Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns, <i>religions</i>).</li> <li>19. 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.</li> </ol>	<ol style="list-style-type: none"> <li>7. 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).</li> <li>8. 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).</li> <li>9. Explain the purposes and distinguishing characteristics of selected map projections, globes, aerial photos, and satellite images.</li> <li>10. 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).</li> <li>11. <u>Explain how geographic features impacted religious groups that relocated to new geographic regions.</u></li> </ol>	<ol style="list-style-type: none"> <li>5. Translate a map into sketch form to illustrate relative location of, size of, and distances between geographic features (e.g., cities, mountains, rivers).</li> <li>6. 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).</li> <li>7. Describe the location of places using the global system of time zones.</li> <li>8. Demonstrate understanding of world time zones by determining the date and time in selected cities around the world.</li> <li>9. <u>Trace the origins of the Church.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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.

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.

*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>Identify the seasons.</li> <li>Describe changes in seasons.</li> <li><u>Recognize the characteristics and physical features of earth as God’s gift.</u></li> </ol>	<ol style="list-style-type: none"> <li>Compare physical features of different places around the community using photographs.</li> <li>Describe physical features seen on a field trip or a vacation.</li> <li>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.</li> <li><u>Recognize the characteristics and physical features of earth as God’s gift.</u></li> </ol>	<ol style="list-style-type: none"> <li>Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world.</li> <li><u>Describe how liturgical seasons relate to seasonal activities; describe some of the practices.</u></li> <li>Look at the sky early in the day and predict what the weather might be like.</li> <li>Identify behaviors that would show respect for the environment.</li> </ol>	<ol style="list-style-type: none"> <li>Identify examples in the local community of ways in which the physical environment is harmed by human activities.</li> <li>Illustrate how people have littered, damaged, or improved a local ecosystem.</li> <li>Give examples of reducing, reusing, and recycling.</li> <li>List things damaged by a storm, flood, tornado, or earthquake by using a local media source.</li> <li><u>Explain that God gave humankind the Earth and it is their responsibility to take care of it.</u></li> <li><u>Understand that everyone has a moral and ethical obligation to help those affected by disaster.</u></li> </ol>	<ol style="list-style-type: none"> <li>Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).</li> <li>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 Arctic Circle).</li> <li>Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).</li> <li>Interpret a diagram or use a globe to show Earth’s rotation on its axis to explain the causes of day and night.</li> <li>Recognize that people can work together to preserve and protect the natural resources and environment.</li> <li><u>Explain how people can work together to preserve and protect God’s creation.</u></li> </ol>

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

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.

**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.

*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. Demonstrate understanding of Earth/Sun relationship in order to explain day/night and length of day at different locations on Earth.</li> <li>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).</li> <li>3. Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides).</li> <li>4. Explain the relationship between plants and animals in a local ecosystem.</li> <li>5. <u>Describe the role of humans as stewards of the earth.</u></li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>3. Describe ecosystems from local to global scales.</li> <li>4. <u>Explain our moral obligation to protect the ecosystems.</u></li> <li>5. Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances.</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>3. <u>Explain our moral obligation to act responsibly as stewards of the earth.</u></li> <li>4. Analyze maps to determine the relationship among climate, natural vegetation, and natural resources.</li> <li>5. Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane’s impact on a coastal ecosystem).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze climographs for selected places and suggest reasons for similarities and differences in climates.</li> <li>2. Hypothesize about the future effects of the use of technology on Earth’s physical system (e.g., climate, soil, air, water).</li> <li>3. <u>Propose ways humankind can preserve God’s gift of the environment.</u></li> <li>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.</li> <li>5. Predict the potential outcomes of the continued movement of Earth’s tectonic plates (e.g., continental drift, earthquakes, volcanic activity).</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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.

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.

*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., <u>Church activities</u> , 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. <u>Identify ways we can be good stewards of God's earth.</u>	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. <u>Describe the thing they can do as good stewards of God's earth.</u>	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; <u>understand that God gave us the resources to use wisely.</u> 3. Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains; <u>explain how religion might affect this choice.</u>	1. Discuss how different groups of people in the world adapt to the physical and human environment to meet their physical, <u>spiritual</u> 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.

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

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.

**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.

*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. Create a map showing the occurrence of natural hazards in the United States.</li> <li>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.</li> <li>3. Analyze map and aerial photos of the community to determine how humans use, abuse, and protect resources.</li> <li>4. Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).</li> <li>5. <u>Recognize the need to pray for victims of natural disasters.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the natural hazards that occur in other countries to determine their intensity and effect.</li> <li>2. Explain the concentrations of urban settlement centers with high population density using maps.</li> <li>3. Evaluate effects of technological change on transportation, communications, and resource use.</li> <li>4. Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter, stream pollution).</li> <li>5. <u>Identify and describe moral obligations to help aide others afflicted by disasters (e.g., tornadoes, hurricanes, AIDS, bird flu, etc.).</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the different patterns in population density using geographic tools (e.g., pyramids, maps).</li> <li>2. Identify human induced changes in landforms, climate, natural vegetation, and resources of their local community, state of Illinois, nation, and the world.</li> <li>3. <u>Discuss the human induced changes in relation to our Catholic responsibility.</u></li> <li>4. Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment.</li> <li>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.</li> <li>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).</li> <li>7. Identify social, political, and economic factors that attract people to, and repel people from, urban centers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the United States and the world.</li> <li>2. <u>Identify ways that humankind can share resources with emphasis on their responsibility as Catholics.</u></li> <li>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).</li> <li>4. Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment.</li> <li>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).</li> <li>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).</li> <li>7. <u>Understand the moral and religious obligation to help those affected by natural disasters. List different ways to help.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

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.

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.

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

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

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

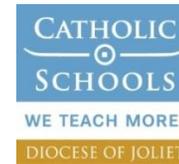
Understand world geography and the effects of geography and religion on society with an emphasis on the United States.  
 Understand the historical significance of geography and the Church.

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.

*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. 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.</li> <li>2. Analyze how customs and traditions of people from different parts of the world change over time.</li> <li>3. Describe how physical characteristics of a region or a nation influence people’s point of view and the decisions they make over time.</li> <li>4. <u>Describe how the customs and traditions of the Catholic Church are the same worldwide.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how technological developments have influenced the migration of people.</li> <li>2. Analyze selected historical and <u>religious</u> events to determine how they influenced the migration of people throughout the world.</li> <li>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.</li> <li>4. Analyze how physical features have both posed barriers and provided avenues to settlement.</li> <li>5. <u>Analyze how physical features have influenced religious ideas.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe instances of how places can be changed or destroyed as a result of natural processes.</li> <li>2. Describe how humans have adapted to environmental changes caused by natural processes.</li> <li>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).</li> <li>4. Explain how an environmental change in one part of the world can affect places in other parts of the world over time.</li> <li>5. <u>Explain how environmental change in one part of the world can affect social justice in other parts of the world.</u></li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>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. <u>What was the effect of religious oppression and religious tolerance?</u></li> <li>3. Analyze maps of human settlement and routes traveled in the past to determine the relationship between where people lived and their movements.</li> </ol>

## *Affective Goals for Social Science, Social Systems:*



### **Catholic Standards for Social Science**

**Students will use Social Science to understand how modern cultures have been shaped by the past; to develop an appreciation of world cultures through discovery of their contributions; to promote peace as citizens of a diverse global society.**

- A. To value the worth of different cultures within the United States by exploring contributions of music, art, literature, language, etc.
- B. To define and explain the roles and interactions of individuals and groups as stewards in the Church and society so that students can respond to social situations with the appropriate attitude and a concern for the human dignity given to us by God.
- C. To analyze the rights and responsibilities of human beings, specifically the promotion of peace among diverse people within the United States and throughout the world.
- D. Value the significance and impact of the Catholic Church throughout history. CSDS5
- E. Develop a habitual vision of greatness. CSDS6

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.  
 Compare characteristics of religious culture as reflected in language, literature, the arts, traditions, and institutions.  
 Select and describe beautiful artifacts from different times and cultures. CSDS1  
 Value the cultural inheritance the Church provides us yesterday and today. CSGS3

GOAL 18: Understand social systems, with an emphasis on the United States.  
 Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Recognize similarities and differences in people.	1. List cultural groups in your community (e.g., churches, clubs, YMCA). 2. Give examples of language, traditions, and artifacts that represent the community. 3. <u>Identify traditions and artifacts of the parish.</u>	1. Define culture. 2. Describe how communities within a culture are similar. 3. <u>Describe the culture of the Catholic Church.</u> 4. Identify cultural traits. 5. Identify symbols of local culture. 6. <u>Identify symbols of the Church.</u>	1. Define ethnicity. 2. Compare/contrast culture and ethnicity. 3. Identify cultures other than the student's own. 4. Explain the significance of cultural diversity of the United States; <u>articulate the results of religious diversity in the United States.</u> 5. Describe aspects of the community that reflect its cultural heritage and <u>religious heritage.</u>	1. Discuss cultural differences in various geographic regions in the United States. 2. <u>Discuss cultural differences in different religions.</u> 3. Explain the significance of knowing about more than one culture <u>or religion.</u> 4. Identify changes in cultural traits over time. 5. Describe how different cultures use technology to adapt to the environment. 6. Describe how changes in technology bring about changes in daily life. 7. Explain how a part of American culture (e.g., mode of dress, music, architecture) has changed over time. 8. Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.

Compare characteristics of religious culture as reflected in language, literature, the arts, traditions, and institutions.

Select and describe beautiful artifacts from different times and cultures. CSDS1

Value the cultural inheritance the Church provides us yesterday and today. CSGS3

Value the unique qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth. CSDS6 (7&8)

GOAL 18: Understand social systems, with an emphasis on the United States.

Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

*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. Describe how culture is shared through music, art, and literature throughout the world over time.</li> <li>2. Describe how an artistic tradition has been changed by technology (e.g., photography, music).</li> <li>3. Describe how social celebrations (parades, fairs) reinforce cultural values.</li> <li>4. Compare the celebrations of holidays by cultures throughout the world.</li> <li>5. Compare cultural differences/similarities with students from a different part of the United States.</li> <li>6. <u>Describe the influence of the Catholic Church on art, music and literature.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare/contrast two or more cultures in terms of expressions of those cultures.</li> <li>2. Identify basic tenets of the major religions of the world.</li> <li>3. Compare a culture with one's own through the use of written, auditory, or visual material.</li> <li>4. Compare cultural differences /similarities from other parts of the world in terms of their language, literature, arts, <u>and religion.</u></li> <li>5. Give an example of ethnocentrism.</li> <li>6. Describe culture shock.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what is studied within the field of anthropology.</li> <li>2. Describe how a culture is reflected in its art, music, and/or architecture and institutions.</li> <li>3. Explain how technology and the media have impacted how culture is expressed within society.</li> <li>4. Analyze examples of patterns within literature, art, music, and/or architecture being transmitted from place to place.</li> <li>5. <u>Analyze how the Catholic Church has influenced literature, art, music, and architecture.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Predict how technology/media will impact culture during the student's lifetime.</li> <li>2. Analyze immigration patterns to see how American cultures have been shaped.</li> <li>3. Identify various cultures that have combined to create a larger, multicultural American society.</li> <li>4. Define the concept of the global community.</li> <li>5. <u>Explain the concept of religious tolerance.</u></li> <li>6. Draw conclusions about how the media creates and/or reinforces societal norms.</li> <li>7. Evaluate the role of the humanities (e.g., literature, art, music, architecture) in culture.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.

Understand the roles and interactions of individuals and groups in society and their role in the Church.

Value the diversity among students in the classroom and school community as children of God. CSDS3

GOAL 18: Understand social systems, with an emphasis on the United States.

Standard B: Understand the roles and interactions of individuals and groups in society.

*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>Understand that each of us belongs to a family and recognize that families vary.</li> <li><u>Tell about your Church family.</u></li> </ol>	<ol style="list-style-type: none"> <li>List activities that groups do together on a regular basis.</li> <li><u>List things that the Church does to help others.</u></li> <li>Tell about the roles of family members.</li> <li>Tell about the roles performed by people in the community.</li> <li><u>Describe the roles performed by people in the Church. Tell how these people help others.</u></li> </ol>	<ol style="list-style-type: none"> <li>Define social group.</li> <li>Explain how contact with others shapes peoples' lives.</li> <li>Give examples of personality differences.</li> <li>Tell about the role of families in the community <u>and in the Church.</u></li> <li><u>Explain how contact with priests, deacons and other religious shape people's lives.</u></li> </ol>	<ol style="list-style-type: none"> <li>Give examples of laws that people must follow.</li> <li><u>Compare laws to The Ten Commandments.</u></li> <li>List activities that are important to society (e.g., education, religion, entertainment).</li> <li>Identify the major social institutions within a community (e.g., schools, churches).</li> <li>Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals).</li> <li><u>Identify agencies within the Church that offer help or aid.</u></li> </ol>	<ol style="list-style-type: none"> <li>Define social institution.</li> <li>Differentiate between a primary source, a secondary source, and a reference source.</li> <li>Compare different motivations for the behavior of an individual or group (e.g., peer pressure).</li> <li>Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs).</li> <li>Define norms and laws.</li> <li><u>Define morals and ethics.</u></li> </ol>

## SOCIAL SCIENCE CURRICULUM PROJECT

### CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.

Understand the roles and interactions of individuals and groups in society and their role in the Church.

Value the diversity among students in the classroom and school community as children of God. CSDS3

Analyze stories of important Catholic figures and saints who through their examples re-awaken that period's moral sense. CSGS3 (7&8)

Discuss how religious and moral knowledge is a requisite for understanding the dram of human grandeur throughout history. CSGS4 (7&8)

Value one's own role and dignity in God's plan and creation. CSGS5 (7&8)

**GOAL 18:** Understand social systems, with an emphasis on the United States.

**Standard B:** Understand the roles and interactions of individuals and groups in society.

*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. Analyze how social institutions or groups meet the needs of people.</li> <li>2. Explain how interactions of individuals and groups impact the local community.</li> <li>3. Describe how national institutions affect individuals in the local community.</li> <li>4. Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problems.</li> <li>5. <u>Describe how our parish serves the needs of its members and the larger community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare/contrast the concepts of conformity and deviance.</li> <li>2. Examine how the media portrays conformity and deviance.</li> <li>3. Identify examples of how an individual internalizes group norms, socialized into the culture.</li> <li>4. Compare formal and informal means of social control.</li> <li>5. Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD).</li> <li>6. <u>Investigate the work of the Catholic Charities and Catholic Relief. List the benefits to society.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define and describe what is studied within the field of sociology.</li> <li>2. Define and describe what is studied within the field of psychology.</li> <li>3. Identify examples of how social, political, and economic institutions work together; <u>give examples of how religious institutions work together.</u></li> <li>4. Analyze the reasons why social institutions change over time.</li> <li>5. Identify how an individual may influence institutional or group behavior.</li> <li>6. Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools).</li> <li>7. <u>Outline the benefits of Catholic Schools on society.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how interaction among people brings about social change (e.g., natives and colonizers, Peace Corps volunteers).</li> <li>2. <u>Describe how the work of Catholic missions change society.</u></li> <li>3. Explain how changing topics of self and groups (e.g., minorities, women, children, adolescents) have affected the roles of social institutions.</li> <li>4. Explain how the changing concept of social institutions affects groups in society (e.g., minorities, women, children, adolescents).</li> <li>5. Describe how such groups as social clubs, schools, churches influence the preservation and transmission of culture.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.  
 Understand how religious/Church social systems form and develop over time.  
 Value the significance and impact of the Catholic Church throughout history. CSDS5

GOAL 18: Understand social systems, with an emphasis on the United States.  
 Standard C: Understand how social systems form and develop over time.

*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>List social categories (e.g., father, cousin, employer, friend) to which people belong.</li> <li>Identify the basic needs that individuals and groups acquire for survival.</li> <li><u>Identify the spiritual needs of individuals and groups.</u></li> </ol>	<ol style="list-style-type: none"> <li>Provide examples of how individuals make choices that affect the group.</li> <li><u>Describe choices made by groups at school that help others.</u></li> <li>Give examples of group decisions that do not please every individual in the group.</li> </ol>	<ol style="list-style-type: none"> <li>Describe the concept of cooperation.</li> <li>Describe the concept of conflict.</li> <li><u>Explain religious diversity.</u></li> <li>Describe how individuals work together to obtain food, clothing, and shelter; <u>incorporate the Corporal and Spiritual Works of Mercy.</u></li> <li>Define division of labor.</li> </ol>	<ol style="list-style-type: none"> <li>Give examples of how technology helps to transform a society; <u>explain the moral implications.</u></li> <li>Analyze images to describe group behavior.</li> <li>Describe the function of support systems (e.g., family, youth group).</li> <li><u>List the ways the school and parish support others; incorporate the Corporal and Spiritual Works of Mercy.</u></li> <li>Distinguish between direct and indirect relationships.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

CATHOLIC STANDARDS

Understand religious aspects of social systems with an emphasis on the United States.

Understand how religious/Church social systems form and develop over time.

Value the significance and impact of the Catholic Church throughout history. CSDS5 (K-6 CS)

Value history as a medium to assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message. CSDS5 (7-12 CS)

Value unique qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth. CSDS6 (7& 8)

GOAL 18: Understand social systems, with an emphasis on the United States.

Standard C: Understand how social systems form and develop over time.

*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. Define belief system.</li> <li>2. Describe ways school administrators, teachers, students, and parents can cooperate to address school issues.</li> <li>3. Identify historically significant people who affected social life or institutions.</li> <li>4. <u>Identify historically significant people in the Church who affected social life or institutions, e.g. Dorothy Day, Oscar Romero.</u></li> <li>5. <u>List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define subsistence strategy.</li> <li>2. Differentiate among pre-industrial, industrial, and postindustrial societies.</li> <li>3. Describe how the change from hunter-gatherer to settled society affected social roles.</li> <li>4. Explain how changes in the mode of production in a society affect educational, governmental, <u>religious</u>, and economic institutions.</li> <li>5. <u>List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.</u></li> <li>6. <u>Outline how the social justice work of the Catholic Church has changed over time.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define the concept of diversity.</li> <li>2. Assess the impact that commonly held beliefs have had on social groups in the United States over time.</li> <li>3. Describe the contributions of significant individuals and groups to the common belief system of the United States.</li> <li>4. Describe how citizens and government can cooperate or have cooperated to solve an important social problem.</li> <li>5. Predict what social problems will become more pressing in the future.</li> <li>6. <u>Predict what social problems will become more pressing today and in the future and how they relate to the creation of all human beings and the equal love God has for them.</u></li> <li>7. <u>List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how diverse groups have enriched United States culture <u>and Catholic Church culture.</u></li> <li>2. Analyze how the ideals of the Founders have influenced the development of multicultural society in the United States.</li> <li>3. Explain the impact of prejudice on the operation of United States social, political, and economic institutions over time.</li> <li>4. Define cultural exchange and provide examples of cultural exchange between two groups.</li> <li>5. <u>Analyze how the ideals of Jesus have influenced society.</u></li> <li>6. <u>List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.</u></li> </ol>

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- <sup>i</sup> *The Catholic School*, 1977, #36, 47, 49. *Gravissimum Educationis*, 1965, #1, par. 1; USCCB. *Seven themes of Catholic social teaching*.
- <sup>ii</sup> *The Religious Dimension of Education in a Catholic School*, 1988, #52, 56; *The Catholic School*, 1977, #55.
- <sup>iii</sup> *The Religious Dimension of Education in a Catholic School*, 1988, #71, 74-77; *The Catholic School*, 1977, #50
- <sup>iv</sup> *The Religious Dimension of Education in a Catholic School*, 1988, #52; *The Catholic School*, #37.