

## Diocese of Green Bay Social Studies

Catholic school Social Studies places an emphasis on the dignity and sacredness of the human person through time and culture. An emphasis on the themes of Catholic social teachings help to shape the students' perceptions of the social, political, cultural and religious dimensions of the integrated study of social sciences and humanities. A primary purpose of Social Studies is to assist young people in developing the analytical abilities to make informed and reasoned decisions for the common good of citizens based on Catholic global perspective, faith, traditions and teachings. Using the domains of History, Geography, Civics/Government, Economics and Discipleship a goal for Social Studies in the Catholic classroom it to assist students in developing critical thinking skills through the eyes of faith to be informed and responsible citizens in a global society serving the common good in its political, cultural and religious dynamics.

The Discipleship strand focuses our attention on “learning to become more comfortable spreading the Good News to others” (Ricken 2014) and how the good news has and must continue to permeate our culture and world.

### Seven Themes of Catholic Social Teachings

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

1. **Life and Dignity of the Human Person** (CST 1) – The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society.
2. **Call to Family, Community and Participation** (CST 2)– The person is not only sacred but also social. Focus is how we organize our society in economics and politics, law and policy. Marriage and the family are central social institutions that must be supported and strengthened not undermined and belief that people have a right and duty to participate in society seeking the well-being of others especially the poor and vulnerable.
3. **Rights and Responsibilities** (CST 3) – Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
4. **Options for the Poor and Vulnerable** (CST 4) A basic moral test is how our most vulnerable members are faring.
5. **The Dignity of Work and the Rights of Workers** (CST 5) – The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation.

6. **Solidarity** (CST 6) – We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are brothers and sisters keepers, wherever they may be.
7. **Care for God’s Creation** (CST 7)– We show our respect for the Creator by our stewardship of creation. Care for the earth is a requirement of our faith.

**Resources:**

**Catholic Textbook Project** - History textbooks (grades 5-12) written from a Catholic perspective.

<http://www.catholictextbookproject.com/about/textbook-features/>

- From Sea to Shining Sea: The Story of America (5-8) Tells the story of North America.
- All Ye Lands: Origins of World Cultures (6-8) History and culture from prehistory through the Greeks to the rise of Christianity through the middle ages as well as developments in China, Japan, Russia, Europe, Africa and the Americas to mid-1800’s.
- Light to the Nations I: The History of Christian Civilization (7-9) Opens with the coming of Jesus Christ and moves through the achievements of medieval Christendom to the threshold of the Enlightenment projects of the 18<sup>th</sup> century.
- Light to the Nations II: The Making of the Modern World (8-10) Story of the Enlightenment.
- Lands of Hope and Promise: A History of North America (High School) Columbus in 1492 to the late 20<sup>th</sup> century.

**This is Our Church: A History of Catholicism** Michael Pennock, Ave Maria Press, Notre Dame, IN

**The History of the Church** The Didache Series, Midwest Theological Forum, Woodridge, IL

**Church History Apostolic Times to Today** St. Mary Press, Christian Brothers Publication, Winona, MN

Standards and Benchmarks were adapted from the Diocese of Madison and Diocese of Columbus

Number Coding – Grade.Strand.Number K.H.1

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## Social Studies Review Team

In appreciation to the following individuals who assisted on standards and benchmarks review team.

Pete Brauer	Notre Dame Middle School	GRACE System
Carrie Gossens	St. Matthew School	GRACE System
Karl Hanke	All Saints Catholic Middle School	Antigo
Jen Mastey	Chilton Area Catholic School	Chilton
Shannon Kramer	St. Bernard School	GRACE System
Tom Kropidlowski	St. Mary Catholic Middle School	St. Mary Catholic Schools
Scott Marohl	Sacred Heart School	Shawano
Sarah Muraski	St. John Nepomucene	Little Chute
Kathleen O'Neil	St. Francis of Assisi Middle School	Manitowoc
Donna Ratchman	St. Mary Greenville	Greenville
Scott Smith	Holy Family School	Brillion
Steve Thiele	St. Francis of Assisi	Manitowoc
Abbie Withbroe	St. John the Baptist	GRACE System

# Social Studies Standards

Diocese of Green Bay  
(Kindergarten)

**History** Students examine the connections of their own environment and cultural diversity with the past and develop an understanding of how people and events of the past and present influence what happens in the world. Students gain an understanding that history is reported from different points of view and perspective.

<b>Topic:</b>	<b>Historical Thinking and Skills (HT)</b>	<b>Heritage (HG)</b>
<b>History (H)</b>	<b>Students will:</b> <ol style="list-style-type: none"><li>1. distinguish between past, present, and future time (i.e. calendars, months, days, year)</li><li>2. describe oneself and family in past, present and future terms (i.e. baby to grown-up)</li><li>3. retell/repeat past events, legends, folk tales and Bible stories</li></ol>	<b>Students will:</b> <ol style="list-style-type: none"><li>4. recognize that there are other cultures all created by God</li><li>5. identify the holidays with political and religious significance</li><li>6. identify patriotic symbols of the United States (i.e. flag, bald eagle)</li><li>7. recite the Pledge of Allegiance</li><li>8. recognize that there were leaders in the past (i.e. Washington, Lincoln, Martin Luther King)</li><li>9. recognize the term Native Americans and their role in Thanksgiving</li></ol>

**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>10. identify Wisconsin on a map</li> <li>11. recite the cardinal directions (N, S, E, W)</li> <li>12. use positional words to create simple drawings of pictures to show spatial information (i.e. up, down, large, small, near, far, left and right)</li> <li>13. compare and contrast water, land and land forms using globes and maps</li> <li>14. locate objects in the classroom using a simple map</li> <li>15. recite own name, address, phone number and parents'/guardians' names</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>16. use pictures, symbols and diagrams to describe his/her environment</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>17. compare and contrast seasons and discuss their effects on people</li> <li>18. list different types of transportation</li> <li>19. give examples of products that should be recycled (CST 7)</li> </ol>

### **Civics/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<i>Topic:</i>	<i>Civic Participation and Skills (CP)</i>	<i>Rules and Laws (RL)</i>	<i>Roles and Systems of Government (RS)</i>
<b>Civics/ Government (C)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>20. identify and apply ways to show respect using manners and social skills</li> <li>21. identify and explain the individual's responsibility to family, peers, church and community (i.e. the need for civility, respect for diversity, etc.) (CST 3)</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>22. identify rules that apply in school and at home</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>23. identify school leader</li> <li>24. name the current or a past President of the United States</li> </ol>

<b>Economics</b> Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.					
<i>Topic:</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economics (E)</b>	<b>Students will :</b>  (Not assessed at this level)	<b>Students will:</b> 25. describe the difference between needs and wants 26. give examples of different types of jobs and their importance to the common good (CST 5)	<b>Students will:</b> 27. explain that people earn money by working 28. describe the difference between goods and services	<b>Students will:</b>  (Not assessed at this level)	<b>Students will:</b>  (Not assessed at this level)

<b>Discipleship</b> Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.			
<i>Topic:</i>	<i>Evangelization (EV)</i>	<i>Social Justice (SJ)</i>	<i>Living the Faith (LF)</i>
<b>Discipleship (D)</b>	<b>Students will:</b> 29. tell about roles performed by people in the community including the church community (CST 5) 30. identify and distinguish similarities and differences among people and how each is a gift from God (CST 1) 31. define family and characteristics of family (CST 2)	<b>Students will:</b> 32. describe ways to cooperate and work together to solve a problem based on Gospel teaching	<b>Students will:</b> 33. identify virtues and Works of Mercy that will help to build a positive classroom environment (i.e., sharing, listening, helping, etc.) 34. recognize we are all God's children with similarities and differences (CST 1)

## Social Studies Standards

Diocese of Green Bay  
(Grade 1)

**History** Students examine the connections of their own environment and cultural diversity with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<i>Topic:</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Heritage (HG)</i>
<b>History (H)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. recognize and use a timeline</li> <li>2. use terms related to time to sequentially order events that have occurred in the school</li> <li>3. compare past and present similarities and differences in communities by using biographies, oral histories, folklore, and video images</li> <li>4. develop a simple timeline of important events in the student's life</li> <li>5. retell/repeat past events, legends, folk tales and Bible stories</li> <li>6. explain that clocks and calendars are used to measure time</li> <li>7. distinguish between historical fact and fiction in American folktales and legends that are part of American culture</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>8. define invention and list some examples</li> <li>9. compare and contrast various cultures</li> <li>10. identify people and events observed in religious and national holidays</li> <li>11. recite the Pledge of Allegiance and paraphrase the meaning</li> <li>12. name various leaders of the past (i.e. Washington, Lincoln, Martin Luther King)</li> <li>13. identify local people from the past who have shown honesty, courage and responsibility</li> <li>14. identify American songs and symbols and discuss their origins</li> </ol>

**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<b>Topic</b>	<b><i>Spatial Thinking and Skills (ST)</i></b>	<b><i>Places and Regions (PR)</i></b>	<b><i>Human Systems (HS)</i></b>
<b>Geography (G)</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>15. identify and use a compass rose on a map</li> <li>16. explain why maps have scales and symbols</li> <li>17. identify and describe continents, oceans, cities and roads on maps and globes</li> <li>18. recite own name, address, phone number and parent's/guardian's name</li> <li>19. recite your city and state</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>20. identify natural resources</li> <li>21. identify and describe physical features and human features of the local community including home, school and neighborhood</li> <li>22. identify and locate the United States and North America on a map</li> <li>23. recognize that there are seven continents and identify</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>24. give examples of ways to protect the environment</li> <li>25. identify and discuss environmental changes caused both by nature and human actions</li> <li>26. recognize that stories reflect the customs and social practices of cultures around the world</li> <li>27. compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Wisconsin</li> </ul>



**Civics/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<b>Topic:</b>	<b><i>Civic Participation and Skills (CP)</i></b>	<b><i>Rules and Laws (RL)</i></b>	<b><i>Roles and Systems of Government (RS)</i></b>
<p><b>Civics/ Government (C)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>28. identify rights that people have and identify the responsibilities that accompany these rights (CST 3)</li> <li>29. recognizes that current events are all around us</li> <li>30. describe ways that individual actions can contribute to the common good for the community (CST 2, 3, 4, 5)</li> <li>31. define what a citizen is and describe the characteristics of good citizenship</li> <li>32. describe how the practice of Catholic values and virtues contribute to good citizenship</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>33. identify and explain that consequences may vary from home to school</li> <li>34. define and give examples of rules and laws in the school and the community</li> <li>35. explain why rules and laws exist and describe the benefits of having rules and laws</li> <li>36. identify rules and laws from scripture that direct rules and laws in society today</li> <li>37. identify a need for government</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>38. identify types of leaders in a community</li> <li>39. name the current and significant past Presidents of the United States</li> </ul>

**Economics** Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.

<i>Topic:</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<p><b>Economics (E)</b></p>	<p><b>Students will :</b>  (Not assessed at this level)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>40. give examples of needs and wants</li> <li>41. explain that people have to make choices about good and services because of scarcity</li> <li>42. give examples of different types of jobs</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>43. describe how people in the school and community are both producers and consumers</li> <li>44. compare and contrast different jobs people do to earn income</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>45. distinguish between goods and services</li> <li>46. explain that people exchange goods and services to get the things the need and want</li> <li>47. recognize that some goods and services are provided from the government (i.e. roads, post office, police, etc.) and others are brought from private businesses</li> <li>48. define trade and give an example</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>49. identify the role of banks</li> </ul>

<p><b>Discipleship</b> Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.</p>			
<b>Topic:</b>	<b>Evangelization (EV)</b>	<b>Social Justice (SJ)</b>	<b>Living the Faith (LF)</b>
Discipleship (D)	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>50. tell about the roles of families in the community (CST 2)</li> <li>51. give examples of rules from scripture that influence the classroom and school community</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>52. discuss ways in which students can solve conflicts with each other in the classroom or on the playground based on Gospel teaching</li> <li>53. name various cultures found around the world and distinguish their characteristics (CST 1)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>54. give examples of behaviors that can help classmates and teachers work in solidarity (CST 6)</li> <li>55. model ways to cooperate and work together to solve problems at home and school</li> </ul>
<p><b>Resources to use when teaching Social Studies</b></p> <p><b>Catholic Social Teachings</b></p> <p><b>Ten Commandments</b></p>			

Social Studies Grade 1

## Social Studies Standards

Diocese of Green Bay  
(Grade 2)

**History** Students examine the connections of their own environment and cultural diversity with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<b>Topic:</b>	<b>Historical Thinking and Skills (HT)</b>	<b>Heritage (HG)</b>
<b>History (H)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. distinguish between past, present and future times using timelines</li> <li>2. construct a timeline and use a variety of sources to gather and record information about the past</li> <li>3. describe the lives of ordinary and extraordinary people through the use of biographies, narratives, Bible stories and folk tales</li> <li>4. explain changes in daily life in the community over time using maps, photographs, news stories, websites or video images</li> <li>5. create and maintain a calendar of important school days, holy days, holidays and school and parish community events</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>6. summarize and justify the holidays with political and religious significance</li> <li>7. read and summarize historical community events using a variety of informational resources</li> <li>8. describe why the symbols and locations uniquely identify our nation, state and communities</li> <li>9. explain the importance of the Pledge of Allegiance</li> <li>10. identify when the local community was established and identify its founders and early settlers</li> <li>11. name various leaders of the past (including local) and describe ways they have influenced our culture</li> <li>12. recognize that there are various Native American tribes in the United States</li> <li>13. compare and contrast inventions in the past to the present</li> <li>14. give an example of an inventor and their invention</li> </ol>

**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>15. identify the Nation's and Wisconsin's capital, continents, oceans and ordinal directions on a map</li> <li>16. use map vocabulary to identify places on a map</li> <li>17. use a map key to identify objects on a map</li> <li>18. construct a map of classroom, school or neighborhood including a key</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>19. give an example of how different people living in the same region maintain different ways of life</li> <li>20. distinguish between the concepts of urban, suburban and rural</li> <li>21. compare and contrast communities around the world with the local community</li> <li>22. identify ways that recreational opportunities influence human activity in the community</li> <li>23. compare and contrast the local community with other places in Wisconsin</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>24. identify and discuss environmental changes caused both by nature and human actions</li> <li>25. explain the reasons for the movement of people</li> <li>26. give examples of stewardship of natural resources</li> <li>27. justify why recycling is important</li> <li>28. identify sources of pollution and give examples of how it harms the environment (CST 7)</li> </ol>

**Civics/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<b>Topic:</b>	<b><i>Civic Participation and Skills (CP)</i></b>	<b><i>Rules and Laws (RL)</i></b>	<b><i>Roles and Systems of Government (RS)</i></b>
<p><b>Civics/ Government (C)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>29. describe rights and responsibilities of a good citizen in and outside of the classroom in light of Catholic values (CST 3)</li> <li>30. describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences</li> <li>31. describe a current event</li> <li>32. identify people who are good citizens and describe the character traits that make them admirable</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>33. explain why communities have rules and why citizens need to respect those rules</li> <li>34. explain the consequences of violating laws, including punishment of those who do wrong and the importance of resolving conflicts appropriately</li> <li>35. identify significant political documents of the United States in which the rights of our citizens are guaranteed</li> <li>36. identify significant scriptural references of the Catholic church in guide people to following rules and being good citizens</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>37. recognize the purpose and importance of having a responsible local, state and national government in American society</li> <li>38. identify mayor, governor and president as community leaders</li> <li>39. name both the current President and Vice President of United States</li> <li>40. explain that the United States government is founded on the belief of equal rights for its citizens</li> <li>41. identify important services provided by local governments to people (police, fire protection, parks, library)</li> </ul>

<b>Economics</b> Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.					
<i>Topic:</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economics (E)</b>	<b>Students will :</b>	<b>Students will:</b> 42. describe various types of economic resources, such as natural, human and agricultural	<b>Students will:</b> 43. identify consumers and where they make purchases in your community 44. identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community 45. distinguish between public and private goods and services 46. research goods and services produced in the local community and describe how people can be both producers and consumers	<b>Students will:</b> 47. recognize that trade occurs locally, nationally and globally 48. describe a trade students have made and explain how each person gained in the exchange	<b>Students will:</b> 49. explain why people trade for goods and services and explain how money makes trade easier 50. describe and explain the role of money 51. explain that income that people do not spend on goods and services is called savings

<b>Discipleship</b> Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.			
<b>Topic:</b>	<b><i>Evangelization (EV)</i></b>	<b><i>Social Justice (SJ)</i></b>	<b><i>Living the Faith (LF)</i></b>
<b>Discipleship (D)</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>52. identify the unique gifts and talents each individual brings to the class and community</li> <li>53. describe and illustrate the customs and traditions that are common to the various ethnic groups with which the students identify (CST 1)</li> <li>54. distinguish characteristics of families based on where they live and how they make a living (CST 2)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>55. recognize that people have different values and beliefs</li> <li>56. give examples of how the media may influence opinions, choices and decisions</li> <li>57. retell stories from the Bible that highlight what Jesus told his disciples to do for the least of their brothers and sisters</li> <li>58. give examples of laws, rules and peer pressure that influence the classroom and school community</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>59. model ways to cooperate and work together to solve problems in the community</li> <li>60. identify areas of need within the community (the poor, sick, etc.) and discuss ways in which individuals students and the class can help (CST 2, 3, 4)</li> </ul>
<p><b>Resources to use when teaching Social Studies</b>  <b>Catholic Social Teachings</b>  <b>Ten Commandments</b></p>			

Social Studies Standards (Grade 2)



## Social Studies Standards

Diocese of Green Bay  
(Grade 3)

**History** Students examine the connections of their own environment and cultural diversity with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<b>Topic:</b>	<b>Historical Thinking and Skills (HT)</b>	<b>Heritage (HG)</b>
<b>History (H)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. create simple timelines that identify important events in various regions of the state</li> <li>2. distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional character and events in stories</li> <li>3. identify what a primary or secondary source of information</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>4. identify and describe Native American Woodland Indians who lived in the region when European settlers arrived</li> <li>5. explain why and how the local community was established and identify its founders and early settlers including Catholic missionaries</li> <li>6. describe the role of the local community and other communities in the development of the state's regions</li> <li>7. give examples of cooperation and interdependence among groups and nations</li> <li>8. explain the significance of immigrants to the community</li> <li>9. give examples of social, economic, political and cultural factors that contribute to change in the local community and Church</li> </ol>

**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

Topic	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>10. use globes, maps, atlases and charts to gather information</li> <li>11. label the seven continents and recognize the bodies of water</li> <li>12. use a map key, map scale and cardinal/ordinal directions</li> <li>13. construct a simple hometown map</li> <li>14. practice constructing maps from memory</li> <li>15. identify cities, states and national borders</li> <li>16. construct a simple world map with continents and ocean identification</li> <li>17. use labels and symbols to locate and identify physical and political features on maps and globes (label a map of the Midwest region, identifying states, major rivers, lakes and the Great Lakes)</li> <li>18. locate Wisconsin and other Midwestern states on maps using simple grid systems</li> <li>19. identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>20. generalize the geographical reasons for the settling of the local community</li> <li>21. explain that regions are areas that have similar physical and cultural characteristics</li> <li>22. identify Wisconsin and the local community as part of a specific region</li> <li>23. observe and describe the physical characteristics of Wisconsin using words and illustrations and compare them to the characteristics of neighboring states</li> <li>24. describe how climate and the physical characteristics of a region affect the vegetation and animal life living there</li> <li>25. compare and contrast the local community with other places in Wisconsin</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>26. explain how climate, geographic location and natural resources affect communities</li> <li>27. recognize how current issues impact people, places and environments</li> <li>28. identify factors that make the region unique, including cultural diversity, industry, the arts and architecture</li> <li>29. use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems</li> <li>30. identify and describe the relationship between human systems and physical systems and the impact they have on each other</li> </ol>

**Civics/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<b>Topic:</b>	<b><i>Civic Participation and Skills (CP)</i></b>	<b><i>Rules and Laws (RL)</i></b>	<b><i>Roles and Systems of Government (RS)</i></b>
<p><b>Civics/ Government (C)</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>31. explain the importance of being a good citizen of the state and nation (CST 2)</li> <li>32. identify people in the state who exhibit the characteristics and virtues of good citizenship</li> <li>33. explain the role citizens have in making decisions and rules within the community, state and nation</li> <li>34. use a variety of information resources together information about local, state, and regional leaders and civic issues</li> <li>35. identify and discuss current events and sources of the information</li> <li>36. compare and contrast various viewpoints including Catholic view on current issues</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>37. explain the need for laws and policies</li> <li>38. summarize rules/laws and describe consequences for breaking them</li> <li>39. identify and state the significance of the political documents of the United States in which rights of our citizens are guaranteed</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>40. distinguish the differences between power and authority</li> <li>41. identify fundamental democratic principles and ideals</li> <li>42. discuss the reasons governments are needed and identify specific goods and services that governments provide</li> <li>43. explain the importance of being a good citizen of the state and nation</li> <li>44. identify people in the state who exhibit characteristics and virtues of good citizenship</li> </ul>

**Economics** Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.

<b>Topic:</b>	<b><i>Economic Decision Making and Skills (ED)</i></b>	<b><i>Scarcity (SC)</i></b>	<b><i>Production and Consumption (PC)</i></b>	<b><i>Markets (MK)</i></b>	<b><i>Financial Literacy (FL)</i></b>
<b>Economics (E)</b>	<p><b>Students will :</b></p> <p>45. give examples of how economic resources in the home, school and community are limited, and how people must make choices about how to use those resources</p> <p>46. define interdependence and give examples of how people in the local community depend on each other for goods and services</p>	<p><b>Students will:</b></p> <p>47. give examples from the local community that illustrate the scarcity of productive resources</p> <p>48. explain how scarcity requires people to make choices and incur opportunity costs</p> <p>49. illustrate how people compare benefits and costs when making choices and decisions as consumers and producers</p>	<p><b>Students will:</b></p> <p>50. give examples to explain how businesses and industry depend upon workers with specialized skills</p> <p>51. give examples of goods and services provided by local business and industry</p>	<p><b>Students will:</b></p> <p>52. give examples of trade in the local community and explain how trade benefits both parties</p> <p>53. explain that buyers and sellers interact to determine the prices of goods and services in markets</p>	<p><b>Students will:</b></p> <p>54. recognize that money is the universal medium of exchange</p> <p>55. describe the effects of personal economic decisions</p> <p>56. explain the purpose of saving, spending, investing and tithing money</p>

**Discipleship** Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

<b>Topic:</b>	<b><i>Evangelization (EV)</i></b>	<b><i>Social Justice (SJ)</i></b>	<b><i>Living the Faith (LF)</i></b>
<b>Discipleship (D)</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>57. identify and describe issues affecting the environment (animal welfare, pollution, littering, etc.) (CST 7)</li> <li>58. describe ways in which local cultures may influence the community</li> <li>59. describe and illustrate the customs and traditions of the various cultures found in the local community</li> <li>60. identify outside influences that affect identity and development (i.e. languages, neighborhood, family)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>61. analyze suggestions for how to address environmental issues</li> <li>62. analyze media’s influence on opinion, choices and decisions</li> <li>63. justify the appreciation of the diversity of cultures</li> <li>64. give examples of laws, rules and peer pressure that influence a person in the community</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>65. give examples from Scripture to justify our responsibility as Christians to care for the environment (CST 7)</li> <li>66. describe instances of cooperation and interdependence among individuals, groups and nations (i.e. church, missions, disaster relief (CST 2, 3, 4))</li> </ul>

**Resources to use when teaching Social Studies**

- Catholic Social Teachings**
- Ten Commandments**

## Social Studies Standards

Diocese of Green Bay  
(Grade 4)

**History** Students examine the connections of their own environment and cultural diversity with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<i>Topic:</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Heritage (HG)</i>
<b>History (H)</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. create and interpret timelines to sequence information, show relationships among people, events, and movements representing eras and important events in Wisconsin history including settlement of Catholic immigrants</li> <li>2. identify and use a variety of community resources to understand the past (i.e. stories, artifacts, maps, and pictures)</li> <li>3. summarize and explain the significance of key documents in Wisconsin’s development from a United States territory to statehood</li> <li>4. research Wisconsin’s modern growth emphasizing manufacturing, new technologies, transportation and global connections</li> <li>5. distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses</li> <li>6. read and interpret primary and secondary source accounts that pertain to a problem confronting people during the founding of Wisconsin</li> <li>7. using primary and secondary sources to examine historical accounts about an issue of the time, reconstruct the literal</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>9. identify and explain the significance of Wisconsin symbols and state flag</li> <li>10. give examples and describe important social contributions by Wisconsin citizens and institutions</li> <li>11. identify and describe important events and famous people that influenced Wisconsin’s development</li> <li>12. research and describe the contributions of important Wisconsin artists, writers, and inventors to the state’s cultural landscape</li> <li>13. relate the history of Native Americans in Wisconsin (i.e. cultural contributions, cooperation and interdependence, tribal sovereignty and current status)</li> <li>14. identify the causes of removal or relocation of Native American Indian groups in Wisconsin , their resettlement and the impact on the tribes</li> <li>15. explain the significance of immigrants to Wisconsin including the Catholic heritage</li> <li>16. describe the transformation of Wisconsin through immigration and through developments in agriculture, industry, and transportation</li> <li>17. compare and contrast social, economic, political and cultural changes in contemporary Wisconsin life and in the past</li> </ol>

	<p>meaning of the passages by identifying who was involved, what happened, where it happened, what events lead to these developments and what consequences or outcomes followed</p> <p>8. write and illustrate descriptions of local communities and regions in Wisconsin, past and present</p>	<p>18. give examples of Wisconsin's agricultural, industrial, political and business development in the nineteenth century</p> <p>19. identify and describe important events and movements that changed life in Wisconsin in the twentieth century</p>
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**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Students will:</b></p> <p>20. use globes, maps, atlases, grid systems, technological resources and charts to gather and interpret information</p> <p>21. identify physical and natural features using a map key</p> <p>22. use reference points, latitude/longitude, cardinal/ordinal directions and map scales to locate physical and human features on a map</p> <p>23. estimate distances between two places on a map using scale of mile, cardinal and intermediate directions when referring to relative location</p> <p>24. create maps of Wisconsin at different times in history showing regions and major physical and cultural features; give examples of how people in Wisconsin have modified their environment over time</p>	<p><b>Students will:</b></p> <p>26. identify major changes in the state and explain the causes and effect (i.e. ice age)</p> <p>27. locate and name all 50 United States</p> <p>28. identify and describe the location of the state capital, major cities and rivers in Wisconsin, and place these on a blank map of the state</p> <p>29. compare and contrast one city/state/region to another</p> <p>30. identify United States boundaries, geographic landforms and natural resources</p> <p>31. map and describe the physical regions of Wisconsin including the driftless area and identify and explain major natural resources and crop regions</p> <p>32. explain how glaciers shaped the landscape of Wisconsin</p>	<p><b>Students will:</b></p> <p>35. paraphrase how current issues impact people, places and environments (CST 7)</p> <p>36. describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities and types of shelters</p> <p>37. identify the challenges in the physical landscape of Wisconsin to early settlers and modern day economic development</p> <p>38. identify immigration patterns and describe the impact diverse ethnic and cultural groups have on Wisconsin</p>

	<p>25. read and interpret thematic maps such as transportation, population and products to acquire information about Wisconsin, past and present</p>	<p>and their impact</p> <p>33. describe Wisconsin's landforms (lithosphere), water features (hydrosphere) and plants and animals (biosphere)</p> <p>34. explain the effect of the Earth/sun relationship on the climate of Wisconsin</p>	<p>39. explain the importance of major transportation routes, including rivers and Great Lakes, in the exploration, settlement and growth of Wisconsin and in the state's location as a crossroad of America</p> <p>40. explain the effect of climate on population, transportation, industry, recreation</p>
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**Civics/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<b>Topic:</b>	<b><i>Civic Participation and Skills (CP)</i></b>	<b><i>Rules and Laws (RL)</i></b>	<b><i>Roles and Systems of Government (RS)</i></b>
<b>Civics/ Government (C)</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>41. give examples of civic responsibility in response to current events</li> <li>42. identify and explain the individual's responsibility to family, peers, church and community (i.e. the need for civility, respect for diversity, etc.)</li> <li>43. identify and discuss current events of Wisconsin</li> <li>44. give examples of how citizens can participate in their state government and explain the right and responsibility of voting</li> <li>45. define and provide examples of civic virtues in a democracy</li> <li>46. use a variety of information resources to take a position or recommend a course of action on a public issue relating to Wisconsin's past or present</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>47. explain the need for laws and policies in a family, community, state and nation</li> <li>48. identify different rules and laws and explain the reason</li> <li>49. summarize rules/laws and describe consequences for breaking them</li> <li>50. identify and state the significance of the political documents of the United States in which rights of our citizens are guaranteed</li> <li>51. explore how a bill becomes a law at the state level</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>52. explain the purpose of government in American society including the executive, legislative and judicial branches at the state level</li> <li>53. explain the major purposes of Wisconsin's Constitution as stated in the Preamble</li> <li>54. describe how Wisconsin became a state</li> <li>55. identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment</li> </ul>

<b>Economics</b> Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.					
<b>Topic:</b>	<b><i>Economic Decision Making and Skills (ED)</i></b>	<b><i>Scarcity (SC)</i></b>	<b><i>Production and Consumption (PC)</i></b>	<b><i>Markets (MK)</i></b>	<b><i>Financial Literacy (FL)</i></b>
Economics (E)	<b>Students will :</b> 56. examine the geographic and economic advantages Wisconsin offers to certain businesses and agriculture	<b>Students will:</b> 57. examine why certain businesses and industries (i.e. dairy, farming , mining, manufacturing) flourished in Wisconsin 58. identify the opportunity costs of allocating limited economic resources (i.e. stewardship, alleviation of poverty, power of economic resources to affect change	<b>Students will:</b> 59. identify Wisconsin businesses and industries that produce goods and provide services 60. define sales tax and explain its purpose 61. give examples of goods and services produced in Wisconsin in different historical periods 62. define productivity and provide examples of how productivity has changed in Wisconsin during the past 100 years	<b>Students will:</b> 63. explain that markets change as a result of changes in supply and demand for specific products 64. describe Wisconsin's global connection 65. identify imports and exports important to Wisconsin	<b>Students will:</b> 66. explain how a bank can help people save money 67. explain how people save, and develop a savings plan in order to make a future purchase 68. explain where money is made (US Treasury, Mint) 69. differentiate between cost and price 70. list the functions of money and compare and contrast things that have been used as money in the past in Wisconsin, the United States and the world

<b>Discipleship</b> Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.			
<b>Topic:</b>	<b>Evangelization (EV)</b>	<b>Social Justice (SJ)</b>	<b>Living the Faith (LF)</b>
<b>Discipleship (D)</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>71. identify the various cultures found in Wisconsin and discuss their contributions to the development of the state</li> <li>72. compare and contrast the customs and traditions of early Wisconsin Native American culture to contemporary culture (CST 6)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>73. articulate an appreciation of the diversity of cultures in Wisconsin</li> <li>74. describe how people and institutions work to solve societal problems (i.e. church and school)</li> <li>75. identify areas of need within the community and state of Wisconsin (the poor, unemployed, homeless, etc.) and propose ways in which to help meet those needs (CST 3,4,5,6)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>76. illustrate examples of how individuals and groups have contributed to the growth of Wisconsin (i.e. settlers, early leaders, etc.) (CST 6)</li> <li>77. identify the roles relevant to working in a cooperative group</li> <li>78. demonstrate behaviors that contribute to successful group work (CST 3)</li> <li>79. implement a service project that will meet a need in the community</li> <li>80. give examples from Scripture to justify our responsibility as Christians, to reach out to those in need</li> </ul>
<p><b>Resources to use when teaching Social Studies</b></p> <p><b>Catholic Social Teachings</b></p> <p><b>Ten Commandments</b></p>			

Social Studies Standards (Grade 4)

## Regions and People of the Western Hemisphere (5-8)

Students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development, role of the Catholic church, current events and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

<b>History</b> Students examine the connections of their own environment with the past and develop an understanding of how people and events of the past and present influence what happens in the world.			
<i>Topic</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Early Civilizations (EC)</i>	<i>Heritage (HG)</i>
<b>History (H)</b>	<b>Student understands:</b> <ol style="list-style-type: none"> <li>multiple-tier timelines can be used to show relationships among events and places</li> </ol>	<b>Student understands:</b> <ol style="list-style-type: none"> <li>early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products</li> </ol>	<b>Student understands:</b> <ol style="list-style-type: none"> <li>European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</li> </ol>

**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>4. globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps</li> <li>5. latitude and longitude can be used to make observations about location and generalizations about climate</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>6. regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic)</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>7. variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</li> <li>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</li> <li>9. religious, political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere in the past and today</li> <li>10. the Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by religion, artistic expression, language, and food</li> </ol>

## Civics/Government

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<i>Topic</i>	<i>Civic Participation and Skills (CP)</i>	<i>Roles and Systems of Government (RS)</i>
<b>Civic (C)</b>	<b>Student understands:</b> 11. individuals can better understand past and current public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	<b>Student understands:</b> 12. democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens (CST 2, 3)

**Economic** Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.

<i>Topic</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (S)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economic (E)</b>	<b>Student understands:</b> 13. information displayed in graphs can be used to show data 14. the choices people make have both present and future consequences	<b>Student understands:</b> 15. the availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade	<b>Student understands:</b> 16. the availability of productive resources and the division of labor impact productive capacity	<b>Student understands:</b> 17. regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available	<b>Student understands:</b> 18. workers can improve their ability to earn income by gaining new knowledge, skills and experiences

**Discipleship** Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

<i>Topic</i>	<i>Evangelization (EV)</i>	<i>Social Justice (SJ)</i>	<i>Living the Faith (LF)</i>
<b>Discipleship (D)</b>	<b>Student understands:</b> 19. the influence of missionary work of the Catholic church in the Americas	<b>Student understands:</b> 20. the importance of defending the dignity of people past and present in the Americas (CST 1, 4)	<b>Student understands:</b> 21. the contributions of various Catholic historical figures in the Western Hemisphere

#### Resources

Catholic Social Teachings <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Catholic Textbook Project [From Sea to Shining Sea: The Story of America \(5-8\)](#) Tells the story of North America  
[Church History: Apostolic Times to Today](#), St. Mary Press, *Catholics in America*, p. 181-190

[The History of the Church](#) Didache Series, *The Church in the United States* p. 412-423

[This is Our Church](#) M. Pennock. Ave Maria Press, *The Church in America* p. 239-274

## Regions and People of the Eastern Hemisphere (5-8)

Students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

### History

Students examine the connections of their own environment with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<i>Topic</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Early Civilizations (EC)</i>	<i>Heritage (HG)</i>
<b>History (H)</b>	<b>Student understands:</b> <ol style="list-style-type: none"> <li>1. events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</li> </ol>	<b>Student understands:</b> <ol style="list-style-type: none"> <li>2. early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</li> </ol>	<b>Student understands:</b>



**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>3. globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</li> <li>4. latitude and longitude can be used to identify absolute location</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>5. regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic)</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>6. variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</li> <li>7. religious, political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today</li> <li>8. modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Catholicism, Christianity, Hinduism, Islam and Judaism)</li> </ol>

## Civics/Government

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<i>Topic</i>	<i>Civic Participation and Skills (CP)</i>	<i>Roles and Systems of Government (RS)</i>
<b>Civic (C)</b>	<b>Student understands:</b> 9. different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	<b>Student understands:</b> 10. governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function 11. the extent of citizens' liberties and responsibilities varies according to limits on governmental authority (CST 3)

**Economic** Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.

<i>Topic</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economic (E)</b>	<b>Student understands:</b> 12. economists compare data sets to draw conclusions about relationships among them 13. the choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	<b>Student understands:</b> 14. the fundamental questions of economics include; What to produce? How to produce? For whom to produce? 15. when regions and/or countries specialize, global trade occurs	<b>Student understands:</b>	<b>Student understands:</b> 16. the interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used	<b>Student understands:</b> 17. when selecting items to buy, individuals can compare the price and quality of available goods and services

**Discipleship** Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

<i>Topic</i>	<i>Evangelization (EV)</i>	<i>Social Justice (SJ)</i>	<i>Living the Faith (LF)</i>
<b>Discipleship (D)</b>	<b>Student understands:</b> 18. origin of the Catholic Church and expansion through Africa, Asia, Australia, and Europe	<b>Student understands:</b> 19. rise of monotheistic beliefs (i.e., pertains to the Old Testament; role of law, code of ethics, mosaic law/Hammurabi)	<b>Student understands</b> 20. the contributions of Old Testament figures and Divine revelation through history

### Resources

Catholic Social Teachings <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Catholic Textbook Project All Ye Lands: Origins of World Cultures (6-8) World history and culture from prehistory through the Greeks, rise of Christianity, Middle Ages, and developments in China, Japan, Russia, Europe, Africa and Americas.

Church History: Apostolic Times to Today, St. Mary Press, *The Early Medieval Period*, p. 68-79, *Threats from With and Without*, (Crusades) p. 83-92  
*The High Middle Ages*, p. 98-113

The History of the Church Didache Series, *Important Writings of the Early Christian Period*, p. 36

This is Our Church M. Pennock. Ave Maria Press, *Christianity takes Root*, p. 67, *The Church of the Middle Ages*, p. 99

## World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

This course is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands and integration of Catholic culture are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past and present have shaped the world today.

### History

Students examine the connections of their own environment with the past and develop an understanding of how people and events of the past and present influence what happens in the world.

<i>Topic</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Early Civilizations (EC)</i>	<i>Feudalism and Transitions (FT)</i>	<i>First Golden Age (GA)</i>
<b>History (H)</b>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>1. historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>2. the civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history</li> <li>3. the Roman Empire also played an instrumental role in the spread of Christianity</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>4. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</li> <li>5. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist</li> <li>6. achievements in medicine, science, mathematics and geography by the Islamic</li> </ol>	<p><b>Student understands:</b></p> <ol style="list-style-type: none"> <li>9. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes</li> <li>10. the advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies</li> <li>11. European economic and cultural influence dramatically increased through explorations, conquests and colonization</li> </ol>

			<p>civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.</p> <p>7. the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes</p> <p>8. the Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church</p>	<p>12. the Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today</p>
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**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Student understands:</b></p> <p>13. maps and other geographic representations can be used to trace the development of human settlement over time</p>	<p><b>Student understands:</b></p>	<p><b>Student understands:</b></p> <p>14. geographic factors promote or impede the movement of people, products and ideas</p> <p>15. trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions</p> <p>16. improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world</p>

**Civic/Government**

Students learn that they are citizens of their community, nation and world and the importance of the contributions they make to be a responsible, engaged citizen. Students gain understanding in how people create, interact with, and change structures of power, authority and governance that protect the rights of people.

<i>Topic</i>	<i>Civic Participation and Skills (CP)</i>	<i>Roles and Systems of Government (RS)</i>
<b>Civic (C)</b>	<p><b>Student understands:</b></p> <p>17. the ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues</p>	<p><b>Student understands:</b></p> <p>18. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments (2, 3)</p> <p>19. with the decline of feudalism, consolidation of power resulted in the emergence of nation states</p>

<b>Economic</b> Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.					
<i>Topic</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economic (E)</b>	<b>Student understands:</b> 20. individuals, governments and businesses must analyze costs and benefits when making economic decisions. (A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.)	<b>Student understands:</b> 21. the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence	<b>Student understands:</b>	<b>Student understands:</b> 22. the growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	<b>Student understands:</b>

**Discipleship** Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

<b>Topic</b>	<b>Evangelization (EV)</b>	<b>Social Justice (SJ)</b>	<b>Living the Faith (LF)</b>
<b>Discipleship (D)</b>	<b>Student understands:</b> 23. origin of the Catholic Church and expansion within the Roman Empire 24. influence of the Catholic Church during the middle ages (rise of monasticism-European exploration)	<b>Student understands:</b> 25. in all cultures and world regions human dignity can be protected	<b>Student understands:</b> 26. the contributions of various Catholic historical figures and the origins of the Catholic Church

#### Resources

Catholic Social Teachings <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Catholic Textbook Project All Ye Lands: Origins of World Cultures (6-8) World history and culture from prehistory through the Greeks, rise of Christianity, Middle Ages, and developments in China, Japan, Russia, Europe, Africa and Americas. Light to the Nations I: The History of Christian Civilization, Coming of Jesus Christ through the achievements of medieval Christendom to the Enlightenment.

Church History: Apostolic Times to Today, St. Mary Press, *The Early Medieval Period*, p. 68-79, *Threats from With and Without*, (Crusades) p. 83-92  
*The High Middle Ages*, p. 98-113

The History of the Church Didache Series, *Important Writings of the Early Christian Period*, p. 36

This is Our Church M. Pennock. Ave Maria Press, *Christianity takes Root*, p. 67, *The Church of the Middle Ages*, p. 99



## United States from 1492 to present: (dependent upon high school course content)

The historical focus continues with the study of European exploration of the United States. This study incorporates all four social studies strands and integration of Catholic culture into a chronologic view of the development of the United States. Students examine how historic and current events are shaped by geographic, social, cultural, economic and political factors.

<b>History</b>						
Students examine the connections of their own environment with the past and develop an understanding of how people and events of the past and present influence what happens in the world.						
<i>Topic</i>	<i>Historical Thinking and Skills (HT)</i>	<i>Colonization to Independence (CI)</i>	<i>A New Nation (NN)</i>	<i>Expansion (EX)</i>	<i>Civil War and Reconstruction (CW)</i>	<i>Post-Reconstruction (PO)</i>
<b>History (H)</b>	<b>Student understands:</b> 1. primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position	<b>Student understands:</b> 2. North America, originally inhabited by Native Americans, was explored and colonized by Europeans for economic and religious reasons 3. competition for control of territory and resources in North America led to conflicts among colonizing powers 4. the practice of race-based slavery led to the forced migration of Africans to the American	<b>Student understands:</b> 6. the outcome of the American Revolution was national independence and new political, social and economic relationships for the American people 7. problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution 8. actions of early presidential administrations established a strong federal	<b>Student understands:</b> 9. the United States added to its territory through treaties and purchases 10. westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians	<b>Student understands:</b> 11. disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which lead to the American Civil War 12. the Reconstruction period resulted in changes to the United States Constitution, an affirmation of federal authority and lingering social and political differences	<b>Student examines and understands:</b> 13. the political, economic, and cultural development of the <i>Industrial United States</i> during the period 1870 to 1900 14. the political, economic, and cultural development of the emergence of the modern United States during the period from 1897 to 1920 15. the political, economic, social and cultural development of the modern United States in

		<p>colonies. Their knowledge and traditions contributed to the development of those colonies and the United States. (CST 1)</p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution</p>	<p>government, provided peaceful transitions of power and repelled a foreign invasion</p>			<p>prosperity and depression during the 1920's to 1939</p> <p>16. the causes and course of the United States in World War II, 1939 to 1945, the effects of the war on United States society and culture, and the consequences for the United States involvement in world affairs</p> <p>17. the political, economic, social and cultural development of the United States during the period 1945 to 1960</p> <p>18. the political, economic, social, and cultural development of the United States during the period from 1960 to 1980</p> <p>19. the political, economic, social, and cultural development of the United States from 1980 to the present</p>
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**Geography** Students explore geographic relationships between physical, environmental characteristics and distinctive cultural features of their community, state, nation and world.

<i>Topic</i>	<i>Spatial Thinking and Skills (ST)</i>	<i>Places and Regions (PR)</i>	<i>Human Systems (HS)</i>
<b>Geography (G)</b>	<p><b>Student understands:</b></p> <p>20. modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography</p>	<p><b>Student understands:</b></p>	<p><b>Student understands:</b></p> <p>21. the availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences</p> <p>22. the movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States</p> <p>23. cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole</p> <p>24. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals</p>

<b>Civic</b> Students learn that they are citizens of their community, nation and world and understand the contribution they make to be a responsible, engaged citizen.		
<i>Topic</i>	<i>Civic Participation and Skills (CP)</i>	<i>Roles and Systems of Government (RS)</i>
<b>Civic (C)</b>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>25. participation in religious, social and civic groups can lead to the attainment of individual and public goals</li> <li>26. informed citizens understand how media and communication technology influence personal and public opinion</li> </ul>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>27. the United States Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances</li> <li>28. the United States constitution protects citizens' rights by limiting the powers of government</li> </ul>

<b>Economic</b> Students explore how people organized and use resources and depend on one another for the production, distribution and consumption of goods and services.					
<i>Topic</i>	<i>Economic Decision Making and Skills (ED)</i>	<i>Scarcity (SC)</i>	<i>Production and Consumption (PC)</i>	<i>Markets (MK)</i>	<i>Financial Literacy (FL)</i>
<b>Economic (E)</b>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>29. choices made by individuals, businesses and governments have both present and future consequences</li> </ul>	<b>Student understands:</b>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>30. the Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work</li> </ul>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>31. governments can impact markets by means of spending, regulations, taxes and trade barriers.</li> <li>32. globalization connects world economics and communities</li> </ul>	<b>Student understands:</b> <ul style="list-style-type: none"> <li>33. the effective management of one's personal finances includes using basic banking services (i.e., savings accounts and checking accounts) and credit</li> </ul>

**Discipleship** Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

<i>Topic</i>	<i>Evangelization (EV)</i>	<i>Social Justice (SJ)</i>	<i>Living the Faith (LF)</i>
<b>Discipleship (D)</b>	<b>Student understands:</b> 34. Catholicism in the world and United States. 35. the impact of Catholicism on society. (schools for immigrants and minorities)	<b>Student understands:</b> 36. the impact of Catholic social teachings on current laws and practices (i.e., right to life, immigration, capital punishment, the environment, dignity of workers, etc.)	<b>Student understands:</b> 37. the contributions of Catholics in the origins of the United States and contemporary society

#### Resources

Catholic Social Teachings <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Catholic Textbook Project Lands of Hope and Promise: A History of North American, Landing of Columbus in 1492 to the late 20<sup>th</sup> century.

Church History: Apostolic Times to Today, St. Mary Press, *Catholics in America*, p. 181-193, *The Church and World War I*, p. 214, *The Church and World War II*, p. 217, *The Church in the United States: Abounding in Hope*, p. 274,

The History of the Church Didache Series, *The Church in the United States*, p. 412-423.

This is Our Church M. Pennock. Ave Maria Press, *The Church in America*, p. 239-278