

SOCIAL STUDIES STANDARDS GUIDE



OFFICE OF
CATHOLIC SCHOOLS



Revised 2019

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TABLE OF CONTENTS

Revision Committee.....	5
National Standards and Benchmarks for Effective Catholic Schools.....	6
National Standards for Social Studies.....	9
Catholic Social Teaching	12
Introduction.....	14
Disciplinary Strands.....	16
Catholic World View in Social Studies	17
Grades K-2 Social Studies Practices.....	19
Grades K-2 Learning Standards for English Language Arts and Literacy	23
Grades K–2 Catholic Connections.....	26
Kindergarten Standards: Self and Others.....	27
Individual Development and Cultural Identity.....	28
Civics.....	30
Geography	32
History.....	35
Economics	35
Grade 1: My Family and Other Families, Now and Long Ago	37
Individual Development and Cultural Identity.....	38
Civics.....	40
Geography	42
History.....	44
Economics	46
Grade 2: My Community and Other Communities.....	48
Individual Development and Cultural Identity.....	49
Civics.....	52
Geography	55
History.....	57
Economics	59
Grades 3-5 Social Studies Practices.....	61

Grades 3-5 Standards for English Language Arts and Literacy	69
Grades 3-5 Catholic Connections	73
Grade 3: Communities Around the World.....	75
Geography	76
History.....	79
Development, Movement, and Interaction of Cultures	81
Civics.....	83
Economics	86
Grade 4: Geography, Government, and History of the United States and Kentucky	89
Geography of the United States	89
Civics: Government of the United States.....	91
United States Economics.....	93
Geography of Kentucky	95
History and Culture of Kentucky	97
Civics: Government of Kentucky.....	101
Economics of Kentucky	103
Grade 5: The United States: First Inhabitants—The Constitution.....	105
Geography	106
History and Economics	109
Civics.....	111
Grades 6-8 Social Studies Practices.....	114
Grades 6-8 Reading Standards for Literacy in History/Social Studies.....	123
Grades 6-8 Catholic Connections	127
Grade 6 Social Studies Curriculum Framework	129
Grade 7 Social Studies Curriculum Framework	140
Grade 8 Social Studies Curriculum Framework	153
High School Social Studies Practices	166
Grades 9-10 Reading Standards For Literacy In Religion, History/Social Studies (RRH)	169
Grades 9-10 Writing Standards For Literacy In Religion, History/Social Studies, Science, And Technical Subjects (WRHST).....	171
Grades 11-12 Reading Standards For Literacy In Religion, History/Social Studies (RRH)	173

Grades 11-12 Writing Standards For Literacy In Religion, History/Social Studies, Science, And Technical Subjects (WRHST).....	175
High School Catholic Identity	177
Scripture and Social Studies Strands.....	177
Saints (Catholic Heroes).....	179
High School Standards.....	181
High School: World History and Geography (HG)	181
High School: United States History	222
High School: Civics	245
High School: Economics.....	255
Appendix.....	264
National Curriculum Standards for Social Studies: The Themes of Social Studies	265
National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment	275
College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History	276
Catholic Church History Resources	278
Papal Documents on Catholic Social Teaching	279
United States Catholic Bishops Documents.....	279
The Cardinal Newman Society Catholic School Curriculum Standards History Resources ..	283
Catholic Pioneers of Kentucky.....	284
Social Studies Resources.....	285
Social Studies Online Assessment Resources.....	299
Sample Parent/Guardian Letter	300
Bibliography	301

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NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

“A school’s Catholic Identity should not be confined to the religion curriculum and campus ministry activities. Every subject taught should be connected in some way to the school’s Catholic Identity. The effective way of aligning academics with Catholic Identity is by integrating the seven principles of Catholic Social Teaching into the overall school curriculum.” (Momentum, Sept./Oct. 2008)

Standard 2:

An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

- 2.4 The school’s Catholic Identity requires excellence in academic and intellectual formation in all subjects including religious education.
- 2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
- 2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (Renewing Our Commitment to Catholic Elementary and Secondary School in the Third Millennium, 2005).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences—including co-curricular and extra-curricular activities—which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from prekindergarten through secondary school.

Standard 7:

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- 7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
- 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
- 7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
- 7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
- 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
- 7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
- 7.7 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
- 7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
- 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
- 7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Standard 8:

An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

- 8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
- 8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
- 8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
- 8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
- 8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

From: *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, <http://www.catholicschoolstandards.org/the-standards/2014-07-13-13-36-30/download-the-standards>

NATIONAL STANDARDS FOR SOCIAL STUDIES

National Council for the Social Studies (NCSS) defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

(Adopted by NCSS in 1992. See *National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies*, Washington, D.C.: NCSS, 1994)

The revised standards are focused on ten themes:

1. *Culture* – Learners will understand how human beings create, learn, share, and adapt to culture.
2. *Time, Continuity, and Change* – Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.
3. *People, Places, and Environments* – Learners will develop their spatial views and perspectives of the world and will understand the relationships between people, places, and environments.
4. *Individual Development and Identity* – Learners will understand individual development and identity by studying the influence of various times, cultures, groups, and institutions.
5. *Individuals, Groups, and Institutions* – Learners will understand how institutions are formed, maintained, and changes and will understand how they influence individuals, groups, and other institutions.
6. *Power, Authority, and Governance* – Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government.
7. *Production, Distribution, and Consumption* – Learners will study the interdependent world economy and will develop an understanding of how a variety of systems have been developed to decide the answer to fundamental questions related to what is to be produced, how production is to be organized, and how goods and services are to be distributed.
8. *Science, Technology, and Society* – Learners will understand how developments in science and technology impact individuals, groups, institutions, and societies
9. *Global Connections* – Learners will study global interdependence and will develop an understanding of the increasingly complex connections among individuals, groups,

institutions, nations, and world communities in order to identify the issues arising from global connections, and to support informed and ethical decision-making.

10. *Civic Ideals and Practices* – Learners will study civic ideals, principles and practices of citizenship in a democratic society.

From: *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment*, Silver Spring, Maryland. NCSS, 2010.

The content and performance Social Studies standards are organized around the following guidelines:

1. *Civics and Government* – Citizenship entails an understanding of the nature of government and the unique qualities of a democracy including fundamental rights, structure, and the role of the citizen. Students will apply justice, equality, responsibility, and freedom to life. Students will understand and be able to describe various forms of government, and analyze rights and responsibilities within each. Students will have a working knowledge of the basic documents of the U.S. government.
2. *Cultures and Societies* – Culture is the way of life shared by a group of people. Culture includes ideas, religion, traditions, philosophy, social rules and institutions. Students will analyze human behavior based on the major components of culture. Students will interact and work cooperatively with diverse groups throughout the world based on their knowledge of culture. Students will understand that culture relates directly to environment, economy, religion, education, family, and government.
3. *Economics* – Economics includes the study of production, distribution, and consumption of goods and services. Students will understand how their economic decisions affect themselves, others, the nation, and the world as a whole. Students will be able to reconcile unlimited wants with limited resources. Students will understand the effects of economic decision in daily living.
4. *Geography* – The study of location, place, regions, movement and human/environmental interaction. Understanding the world and its delicate balance are essential in man's survival. A geographic perspective allows better understanding of the past and preparation for the future.
5. *Historical Perspective* – History is an interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for the future, they must understand the past. Students will be able to understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

The United States Conference of Catholic Bishops encourages Catholic School educators to promote curriculum development in the area of the Catholic Church's social teaching and to teach these themes every day by weaving these ideas into curricula and classrooms. The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society.

CATHOLIC SOCIAL TEACHING

Major Themes:

- Life and Dignity of the Human Person – 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. The Church believes that every person is precious, that people are more important than things and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.
- Call to Family, Community and Participation – The Catholic Church tradition proclaims that the person is not only sacred but also social. Marriage and the family is the central social institution that must be supported and strengthened, not undermined. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.
- Rights and Responsibilities – Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
- Option for the Poor and Vulnerable – Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. We are instructed in Matthew 25: 31-46 to put the needs of the poor and vulnerable first.
- The Dignity of Work and the Rights of Workers – The Catholic Church believes that 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.
- Solidarity – Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that “loving our neighbor” has global dimensions in an interdependent world.
- Care for God’s Creation –The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation.

From: *Sharing Catholic Social Teaching: Challenges and Directions*, United States Conference of Catholic Bishops, 2012

“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 in such things as economic development, human freedom, and international cooperation. 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.”

From: *The Religious Dimension of Education in a Catholic School*, 1988, #58-59
http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

INTRODUCTION

Catholic schools are privileged to enable the teaching of current and future citizens in how the faith permeates every aspect of the day, and all employees serve this end by modeling faith's integration and making it relevant to students. The content areas of Social Studies are particularly suited for faith's integration.

Catholic World View (CWV)

Teachers of Social Studies in Catholic schools in the Diocese of Lexington are expected to present all standards within the Catholic World View. The teaching and learning of Social Studies facts and concepts through the lens of the Catholic World View means putting on the mind of Christ, our "GODgles", so to speak, and enabling faith and reason to transcend temporal limits. The Catholic World View is not a system but an infinitely long view of reality permeated by grace, which is dynamic, reasonable, and objective.

Jesus is the reason for each Catholic school's existence, and one cannot separate Jesus from His Paschal Mystery, His providential and redemptive suffering, death and resurrection. The content of Social Studies prompts existential questions that find meaning in the person of Christ. Teachers of Social Studies in the Catholic schools in the Diocese of Lexington have confidence to lead students to Him, even while recognizing their own powerlessness in His presence.

The Social Studies curriculum for the Diocese of Lexington has been categorized into four strands: Civics, Geography, History and Economics (K-2 has an additional strand of Identity). Each strand has a Catholic World View outline with references to the [*Catechism of the Catholic Church*](#). Each grade level features suggested Catholic heroes that facilitate standards of education within the Catholic World View and a link to Catholic primary resources. Standards include Catholic World View points of reflection. It is essential to note that all strands, at all grade levels, can and should apply to Catholic Social Teaching.

Catholic Social Teaching (CST)

Catholic Social Teaching presents the Gospel way of life, but has been given specific order and terminology in Magisterial Documents in the last two centuries and has become influential on a global scale. Catholic Social Teaching is a portion of Catholic World View that presents principles and reference points for the decision-making process at every level. For instance, "Does this protect the dignity of the person or treat him as a means to another end? Does this decision respect proper communication channels? Does this decision adversely affect others or the environment?" Catholic Social Teaching should be second nature to all students and employees in the Catholic schools in the Diocese of Lexington and seen as a main reference in each aspect of Social Studies and, most importantly, each personal life.

As the teaching of Social Studies naturally flows into current politics, teachers can use this as opportunity to model the Church's approach: "The Church's social teaching proposes principles for reflection, provides criteria for judgment and it gives guidelines for action (CCC, 2423)." While avoiding personal political affiliation and modeling respect for legitimate authority, teachers facilitate their referencing of the Church's primary resources for relevant statements.

The principles of Catholic Social Teaching are many and this curriculum will be using them as outlined by the United States Conference of Catholic Bishops. All references will be using the Church's primary resources, all of which can be found online vatican.va and USCCB.org.

Teachers of Social Studies in Catholic schools have the privilege of empowering others with confidence in Divine Providence and trust in His Church. While the Catholic World View's paradox of the cross is not readily apparent to those who do not know Christ, the principles articulated in Catholic Social Teaching have been accepted as true, beautiful, and good by most cultures. In many cases, it is the witness of these teachings that has helped non-Christians be open to the person of Jesus.

DISCIPLINARY STRANDS

Within the discipline strands, students engage with disciplinary concepts and practices outlined below. Disciplinary concepts are the broad ideas that enable a student to understand the language of each discipline and are designed to remain with students long after they are transition ready. The disciplinary practices refer to the skills students are expected to learn and apply when engaging with the disciplinary concepts.

The overall organization enables teachers to design curricula and instruction that allows students to investigate concepts within the disciplines of social studies.

The disciplinary strands are: Civics (C), Economics (E), Geography (G), and History (H).

Civics (C)—Civics is the study of the rights and duties of citizenship. Knowledge about the structures of power, authority and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state and national governments and international organizations function and interact. Within this document, the discipline of Civics is coded as “C.”

Economics (E)—Economics is concerned chiefly with description and analysis of the production, distribution and consumption of goods and services. Individuals, families, businesses and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In an interconnected economy marked by rapid technological change, students must learn how to be better producers, consumers and economic citizens. Within this document, the discipline of Economics is coded as “E.”

Geography (G)—Geography is the study of the physical features of the earth and its atmosphere and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use and industries. Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social and civic implications of life in Earth’s many environments. Within this document, the discipline of Geography is coded of “G.”

History (H)—History is the study of past events, often including an explanation of their causes. Students need to understand their historical roots and those of others and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present and the future. Within this document, the discipline of History is coded as “H.”

CATHOLIC WORLD VIEW IN SOCIAL STUDIES

Teachers are responsible for demonstrating Faith's integration at all times and should reflect on the Catholic World View (CWV) in lesson planning for Social Studies. Approaching details from this very broad lens takes practice for all ages but adds the ever sought relevance of lesson content to "real life".

The points with the reference number to *Catechism of the Catholic Church* should serve as a springboard to further investigation, study, and meditation. Using the four strands throughout the Social Studies Curriculum serves a practical purpose, but the reality in the CWV is that all is one and therefore impossible to categorize without overlaps. Although not directly in the outline, the principles in Catholic Social Teaching (CST) apply to each strand as they apply to the lunchroom and global decision making.

Civics

- A person is a religious and moral being. (CCC #27-35, 44)
 - Various cultures, by reason, have formed a religion usually involving worship and sacrifice. God made us to search for Him and to know He exists by reason alone. (35-39,47,237,286)
 - All cultures demonstrate that man has an intrinsic desire to do good and avoid evil. (1706,1777)
 - God judges man according to conscience. (819,1776-1802)
 - Cultures form and enforce laws. The Ten Commandments follow the natural law, written on the hearts of all men. (1954, 2070-2073)
- Man is made in the image and likeness of God. (355-361; 1700-1715).
 - Man is a relational/social being. The Trinity is a relationship of three persons. (1877-1885)
 - Family: As original cell of social life (2207) family must be protected by social measures (2209-2213)
 - Solidarity: humanity is one family. (1939-1942).
 - We are our brother's keeper. (2196)
 - We must protect the vulnerable. (1932, 2443)
 - Man is called to Communion with self, others, and God. (1, 1719)
- Man's rights bring responsibility. (1734, 1913-1917)
 - Social structures (government) exist to serve mankind/the common good. (1905,1929-1933)
 - Progress (1908) and politics (1910) serve the common good.

Economics

- All economic systems should serve the common good and protect man's dignity. (2419, 2426-24-36)
 - The disordered desire which makes money or power an ultimate end violates the dignity of the human person. (2423-24)
 - Justice and solidarity call economic systems to recognize the poor. (2443-2449, 2459)

- Catholic Social Teaching provides principles for reflection, criteria for judgment and guidelines for action. (2420-2463)
 - Catholic Social Teaching may name systems as incompatible with principles, but will not endorse political parties. (1884, 2423)
 - Catholic Social Teaching principles apply from the smallest transaction to global actions. (2423, 2437-2442)

History

- History contains a series of interconnected choices/events. (310)
 - God does not intend our bad choices but permits them in respect of our freedom (385-402, 1730-1742). Sin creates a proclivity to sin (1965-1869).
 - What may seem to be God's apparent incapability of stopping evil (272-274) surfaces in the study of history and prompts important existential questions which call for reflection, which takes time for mediation, study, and prayer. (1742)
 - Divine providence is an understanding of God's grace throughout time. (309-314)
 - God's time is not man's time.
- Jesus is real. He entered into our time and space by becoming man to redeem us. (1698)
 - Catholics are fulfilled Jews and as such are traced man's first creation. (59-752)
 - The Catholic Church, as citizens of the Kingdom of God, has and will continue to survive and transcend every temporal boundary and political system. (760)
 - Behaviors of individual Catholics do not alter truths of the faith. If popes or Catholics have done evil, the evil done does not represent the Church's teaching. (769, 308)
 - The paradox of the Cross: only in Jesus do suffering and death "make sense". (604-607, 618, 1460)

Geography

- God transcends Creation and is present to it. (300, 770,771)
- God gave man dominion over all creation. (2415-2418)
 - Universal destination of goods. (2402, 2452)
 - Right to private property. (2401)
 - Governments have the right to oversee lands and property ownership. (2237, 2406)
 - Man is steward of creation. (2415-2418, 2456)

GRADES K-2 SOCIAL STUDIES PRACTICES

Social Studies Practices	K	1	2
Chronological Reasoning and Causation	Understand the concept of time measurements, including days and weeks.	Understand the concept of time measurements, including days, weeks, months and years.	Understand the concept of time measurements, including minutes, hours, days, weeks, months, years.
	Identify causes and effects, using an example from his/her family life.	Identify causes and effects, using examples from his/her family life.	Identify causes and effects, using examples from his/her family life or from the community.
	Identify change over time in his/her life.	Identify change over time in his/her family.	Identify changes over time in his/her community.
	Identify events of the past, present, and future in his/her life.	Identify events of the past, present, and future in his/her family life.	Identify events of the past, present, and future in his/her community life.
	Identify routines and common occurrences in his/her life.	Recognize and identify patterns of continuity in his/her family.	Recognize and identify patterns of continuity and change in communities.
Comparison and Contextualization	Identify similarities and differences between home and school.	Identify similarities and differences between neighborhoods.	Identify similarities and differences between communities.
	Identify similarities and/or differences between him/her and others.	Identify similarities and/or differences between him/her and others with detail.	Identify similarities and/or differences between his/her community and other communities.
	Describe an event in his/her life.	Describe an event in his/her family.	Describe an event in his/her community.
		Understand the concepts of geography, economics, and history that apply to his/her family.	Recognize the relationship between geography, economics, and history in his/her community.

Social Studies Practices	K	1	2
Comparison and Contextualization			Describe a historical development in his/her community with specific details, including time and place.
Geographic Reasoning	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places.
	Identify natural events or physical features, such as land, water, air, and wind.	Identify human activities and human-made features; identify natural events or physical features.	Distinguish human activities and human-made features from natural events or physical features.
	Describe how environment affects his/her activities.	Describe how environment affects his/her and other people’s activities.	Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
	Identify a pattern.	Identify a pattern and a process.	Recognize a process that applies to population, and a resulting pattern.
	Identify a human activity that changed a place.	Describe how human activities alter places.	Describe how human activities alter places in a community.

Social Studies Practices	K	1	2
Economics and Economic Systems	Identify examples of scarcity and choices made due to scarcity.	Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.	Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
	Identify examples of goods and services.	Distinguish between a consumer and a producer and their relationship to goods and services.	Describe the resources used to produce goods and provide services in the local community.
	Identify what money is and how it is used in society.	Explain how people earn money and explain other ways that people receive money.	Describe the role of banks, saving, and borrowing in the economy.
			Describe the goods and services that people in the local community produce and those that are produced in other communities.
			Identify goods and services that government provides and the role of taxes.
Civic Participation	Demonstrate respect for the rights of others.	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom or school issue or problem.	Participate in activities that focus on a classroom, school, or local community issue or problem.
	Identify the school principal and his/her role within the school.	Identify the president of the United States and the school principal and their leadership responsibilities.	Identify community political leaders (e.g., mayor), the governor of Kentucky State, and the president of the United States and their leadership responsibilities.

Social Studies Practices	K	1	2
Civic Participation	Identify and follow rules in the classroom and school.	Identify rights and responsibilities in the classroom and school.	Identify rights and responsibilities in the classroom, school, and community.

GRADES K-2 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text, including church documents.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text, including Scripture and other Catholic works.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities and differences between two texts, including Scripture and other Catholic works on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, pre-writing, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, pre-writing, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, pre-writing, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing (begins in grade 2)

4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, use technology to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers, diverse partners, and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
 - c. Seek to understand and communicate with individuals from different cultural backgrounds.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

GRADES K–2 CATHOLIC CONNECTIONS

The concepts in the Catholic Connections within the Diocese of Lexington’s K-2 Social Studies Curriculum are fundamental building blocks for one’s understanding of self and relationships. Teachers and parents are encouraged to read pertinent sections in the [Catechism of the Catholic Church](#) and the [Compendium of the Social Doctrine of the Church](#) for a greater appreciation of the significance of these simple yet fundamental concepts. It is also beneficial for teachers and parents to stay updated on the [United States Conference of Catholic Bishop's](#) positions on current events and application of [Catholic Social Teaching](#).

Saints (Catholic Heroes) Relevant to K-2 Social Studies Themes

Mothers	Fathers
Blessed Mother Monica Zelig Martin Margaret Bosco Gianna Molla Frances of Rome Perpetua Felicity Elizabeth Ann Seton	Saint Joseph Louis Martin Martin of Tours Thomas More Stephen of Hungary Louis IX Manuel Morales
Young Saints	Other
Dominic Savio—obedience St. Therese Lisieux—little way Maria Goretti—forgiveness Jacinta/Francisco—prayer Martin dePorres—helpful St. Aloysius Gonzaga—good student Bernadette—struggling student Gemma Galgani—good student Pier Giorgio Frassati—sports, activism	Angels—protection Francis of Assisi—stewardship Peter Claver—active bystander Saint Nicholas—helping poor Elizabeth of Hungary—Queen Matthew—economics

KINDERGARTEN STANDARDS: SELF AND OTHERS

In Kindergarten, students study “Self and Others.” The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of Social Studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

That each human person is made in the image and likeness of God is a truth that one can never fully master because of the nature of God Himself and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to content difficulty or teacher/parent insecurity. Teachers and parents of kindergarteners are encouraged to meditate on the reality and source of man’s dignity by reading the [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why should differences in ourselves and others be respected? <i>Everything God created is good.</i> • Why is the family the first school of love? <i>A: It is where we learn from mistakes and can practice forgiveness, sharing, and helping.</i> • Why did God make you? <i>To love and to be loved.</i> • Is there ever a reason to be unkind? <i>No.</i> • Can God ever stop loving you? <i>No</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Dignity • “Under God” • Community • Image of God <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • On families: 2204-2213 • Self /Cultural Identity: 2441 • Rules/Law: 1951, 1976 • Image of God: 355-384

Inquiries
<ul style="list-style-type: none"> • What are the similarities and difference between you and your classmates? • What activities do you and your families do together? • What do American symbols represent?

K.ID.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

K.ID.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

- Students will use a variety of information to develop their sense of self.
 - Students will use their own gifts and talents to help others around them.

K.ID.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, skills, and Baptism.

K.ID.1c Knowledge of personal information is essential to developing a sense of self.

- Students will state their first and last name, along with their address, phone number, parents’ names, and birthday.

K.ID.2 Children, families, and communities exhibit cultural similarities and differences.

- K.ID.2a Each person is unique but also shares common characteristics with other family, school, and community members.
- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.
- K.ID.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.
- Students will explain how their families celebrate birthdays, other special and holy days.
- K.ID.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.
- Students will learn about and respect individual differences.
- K.ID.3 Symbols and traditions help develop a shared culture and identity within the United States.**
- K.ID.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.
- Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays and holy days.
- K.ID 3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.
- Students will explain when and why we celebrate national holidays such as Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, and Independence Day.
 - Students will explain when and why we celebrate Catholic holy days such as Christmas, Easter, etc.
 - Students will identify American symbols, such as the Liberty Bell and the bald eagle.
 - Students will learn the Pledge of Allegiance.
 - Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
 - Students will learn patriotic songs, including the national anthem, “America the Beautiful,” and “America.”
 - Students will identify famous persons, saints and their contributions: St. Joseph, Johnny “Appleseed” Chapman, George Washington, Abraham Lincoln, and Martin Luther King, Jr.

CIVICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why is work good? <i>Work helps us and others.</i> • Why is setting and following rules good? <i>Rules help us be safe and respect others.</i> • Did Jesus obey rules? <i>He obeyed Mary, Joseph, Pilate and encouraged his followers to give to Caesar what is Caesars.</i> • What is the purpose of punishment for breaking a rule? <i>To help us learn to be better.</i> • Is it ever okay to not follow a law? <i>If a law seems silly like making a bed a certain way, still obey. If it seems sinful, like hurting someone, it is better to obey God than man.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Responsibility • Universal • Obedience <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Duties of Children: 2214-2220 • Rules/Law: 1951, 1976 • The Common Good: 1905-1912 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laborem Exercens</i> (“On Human Work”), 1981

Inquiries
<ul style="list-style-type: none"> • What are the different expectations at home and at school? • Why are rules important? • What are the basic needs of a family?

K.C.1 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.C.1a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, discrimination, and religious freedom).

K.C.1b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

- Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger).

K.C.1c Adults have responsibilities at home and in the community.

- Students will discuss career jobs and the variety of jobs possible.

- Students will identify the importance of voting and participating in decision/voting activities.

K.C.2 Rules affect children and adults, and people make and change rules for many reasons.

K.C.2a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- Students will discuss rules for fire, water, traffic, school, and home safety, including the Ten Commandments, and what would happen if rules were not followed.

K.C.2b People in authority make rules and laws that provide for the health and safety of all.

- Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).
- Students will identify the roles of authority figures at home, at school, in the Church, and in the government, including the Holy Father, the Bishop, priests, school principal, the president, etc.

K.C.2c Children and adults have opportunities to contribute to the development of rules and/or laws.

- Students will be given an opportunity to create new rules as needed for class activities.

GEOGRAPHY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What does the fact that God made so many different parts to the earth tell us about God? <i>God is all powerful and all-knowing (Catechism of the Catholic Church 268-78).</i> • Did God give us direction on how to get to Heaven? <i>Love Him and love others.</i> • How did everything in the universe come to be? <i>God created everything out of nothing.</i> • Can even the smartest scientists create something from nothing? <i>No.</i> • Why did God make so many different kinds of places? <i>So we would help each other</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Omniscient • Omnipresent • Omnipotent <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Creation: 282-289, 296-301 • Visible World: 337-344 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015

Inquiries
<ul style="list-style-type: none"> • What do maps and globes tell us? • How do weather, seasons, and climate affect our daily activities? • How do we communicate directions?

K.G.1 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.

K.G.1a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

- Students will identify the differences and similarities between a globe and a map, understanding that a map is a drawing of a place to show where things are located in the world or locally and that a globe is a round model of the Earth.

K.G.1b Places and regions can be located on a map or globe, using geographic vocabulary.

- Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital, and churches).
- Students will distinguish physical features on maps and globes – water, land, and mountains.

K.G.1c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

- Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between).

K.G.2 People and communities are affected by and adapt to their physical environment.

K.G.2a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

- Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.

HISTORY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why did Jesus teach us by telling stories/parables? • What are some of the events in Jesus' life that we remember? • Do Jesus' parables apply to us now? • When is Jesus' birthday and what does He want from us on His birthday? • We celebrate Mary's birthday on September 8; what would she want from us for her birthday? 	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Incarnation • Nativity • Providence <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • True God and True Man: 456-483 • Providence: 302-314, 2115 <p>Document:</p> <ul style="list-style-type: none"> • <i>Redemptor Hominis</i>, Pope John Paul II, 1979

Inquiries
<ul style="list-style-type: none"> • How do we express the sequence of events in a particular situation? • How do stories change over time and with different people telling the story? • What are important events (include sacramental experiences) and stages in our lives?

K.H.1 The past, present and future describe points in time and help us examine and understand events.

K.H.1a Specific words and phrases related to chronology and time should be used when recounting events and experiences.

- Students will correctly use words related to chronology and time when recounting events and experiences (e.g., first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs).
- Students will identify calendar concepts such as months of the year and days of the week.

K.H.1b People use parables, folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.

ECONOMICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What are ways we can show gratitude that we have things we need? <i>Realize not everyone has what you have and say thank you, take care of things you have, finish your plate at dinner....</i> • When is it good to share? <i>When we have something that another does not have and we can help them.</i> • Why do grown-ups have a job and save money? <i>So they can provide for what is needed when needed.</i> • Should you give a visitor or poor person the bigger or smaller piece of pizza? <i>It is better to give the other the bigger piece of pizza and take the smaller one as long as it is enough for yourself.</i> • How can we help our family? • Sometimes parents can't treat children equally. For instance, if there is a sick child in a family with three children, who should get the most attention? • Why is saying thank you and please important? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Gratitude • Steward • “Preferential option for the poor.” • Equity <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Sharing and moderation of the use of goods: 2404, 2405, 2407 • The poor: 2443-2449 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015

Inquiries
<ul style="list-style-type: none"> • What is the difference between a need and a want? • What are examples of goods and services? • What is the importance of money?

K.E.1 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

K.E.1a A need is something that a person must have for health and survival, while a want is something that a person would like to have.

- Students will identify basic needs (food, clothing, and shelter).
- Students will distinguish between a need and a want.

K.E.1b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

- Students will identify examples of goods and services.

K.E.1c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

- Students will identify examples of scarcity.
- Students will explain the importance of tithing.
- Students will explain the benefits of saving money.

GRADE 1: MY FAMILY AND OTHER FAMILIES, NOW AND LONG AGO

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of Social Studies and may be presented in any order.

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

The Trinity is a family and an example of communion. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself, and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of first graders are encouraged to meditate on the reality and source of man’s call to communion by reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why should differences in ourselves and others be respected? <i>Everything God made is created good.</i> • Why is the family the first school of love? <i>It is where we learn from mistakes and can practice forgiveness, sharing, and helping.</i> • Why did God make me? <i>To love and to be loved.</i> • Is there ever a reason to be unkind? <i>No.</i> • Does Jesus love those who do not love Him? <i>Yes, Jesus loves everyone – including sinners.</i> • What if I know a family that does things I think are strange? <i>They need to be treated with respect as you would hope they would do for you.</i> • What is love? <i>To choose the good of the other. It is a choice, not a feeling.</i> • If I am angry at someone or find a person irritating, does this mean I don't love them? <i>No, feelings are simply feelings. Love is a choice (Catechism of the Catholic Church 1762-1774).</i> 	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Diversity • Tolerance • Respect • Deference • Agape <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • On families: 2204-2213 • The family and society: 2207-2213 <p>Document:</p> <ul style="list-style-type: none"> • <u><i>Deus Caritas Est</i></u> (“God Is Love”), Pope Benedict XVI, 2005

Inquiries
<ul style="list-style-type: none"> • How do family customs and traditions help shape the identity and culture of a family? • How do the beliefs, customs, and traditions of diverse groups help shape communities? • How does the study of significant historical figures, events, and symbols impact and enrich our American cultural identity?

1.ID.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.ID.1a Families are a basic unit of all societies, and different people define family differently.

- Students will listen to stories about different families and will identify characteristics that are the same and different.
- 1.ID.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.
- Students will identify traditions that are associated with their families and tell why the tradition is important.
- 1.ID.1c Awareness of America’s rich diversity fosters intercultural understanding.
- Students will compare the cultural similarities and differences between various ethnic and cultural groups found in their communities and surrounding areas.
- 1.ID.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.**
- 1.ID.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
 - Students will explain when and why we celebrate national holidays such as Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, and Independence Day.
 - Students will explain when and why we celebrate holy days such as Christmas and Easter.
 - Students will investigate famous persons, saints and their contributions: St. Joseph, Johnny “Appleseed” Chapman, Columbus, Martin Luther King, Jr., George Washington, Abraham Lincoln, Thomas Jefferson, Harriet Tubman, Jane Goodall, and the Wright Brothers.
- 1.ID.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation’s history, values, and beliefs.
- Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as America the Beautiful, America (“My Country 'Tis of Thee”), and The Star Spangled Banner and begin to understand the general meaning of the lyrics.
 - Students will understand appropriate behavior during the playing of our National Anthem and demonstrate appropriate flag etiquette.

CIVICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • When Jesus walked on earth he had to follow society’s rules, such as paying taxes. What kind of rules should we obey and why? <i>It shows respect. We do not want to build habits of selfishness.</i> • Why is recycling a good thing? <i>It is a small way of caring for others and taking care of the earth God gave us.</i> • What is the difference between the Pope and the President of the United States? • Why are there consequences when a rule is broken? <i>So that the person can learn to be better.</i> • Is God mad when we break rules? <i>Just as parents love us even when they punish us, God loves us unconditionally.</i> • Is being angry a good reason to call someone a name or be unkind? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Virtue • Stewardship • Authority • Unconditional • Responsibility <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Duties of citizens: 2238-2243 • Duties of civil authorities: 2235-2237 <p>Document:</p> <ul style="list-style-type: none"> • <u>Compendium of the Social Doctrine of the Church</u>, Pontifical Council for Justice and Peace, 2004

Inquiries
<ul style="list-style-type: none"> • What are the rights and responsibilities of individuals within a community? • How do we protect and respect our world and its people? • How do rules and laws help to protect citizens?

1.C.1 A citizen is a member of a community or group. Students are citizens of their local and global communities.

1.C.1a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

- Students will participate in group activities and contribute to the work of the group.

1.C.1b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws (including the Ten Commandments), being informed, and sharing needed resources.

- Students will explain the traits of a responsible citizen and model actions of responsible citizens.

- 1.C.1c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.
- Students will discuss ways that they can protect and respect our world and its people.
- 1.C.2 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.**
- 1.C.2a Rules and laws are developed to protect people’s rights and for the safety and welfare of the community.
- Students will discuss the difference between rules and laws and determine why school rules were developed and what the consequences are of not following the rules.
- 1.C.2b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.
- Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.
 - Students will begin to understand the role of leadership in our community and our country.
 - Students will identify the Pope, the Bishop, parish priests, and explain their roles in Church government.
 - Students will explain the importance of voting and participate in decision/voting activities.
- 1.C.2c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.
- Students will be given opportunities to solve problems, make decisions, and resolve conflicts.
 - Students will be given opportunities to participate in the voting process for making decisions.

GEOGRAPHY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Are there certain times of the year that homeless people may need help? <i>We can always give food, but when it is very cold, we can donate things for warmth, and in the hot summer we can give water bottles.</i> • Can you point on the map to where Jesus walked? Where does the pope live? • What are ways we can show respect for our environment? <i>We do this by not littering, not wasting food, keeping things in good condition, thanking God in prayer for His gifts, etc.</i> • Why do I have to pick up my toys? <i>It shows respect for anyone who will be in that space, gratitude that you have those toys, respect for authority and is a chance to build good habits.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Universal • Solidarity <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Universal destination of goods and private property: 2402-2406 • Respect for creation: 2415 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015

Inquiries
<ul style="list-style-type: none"> • How do we use maps and map tools to help us identify and navigate geographical locations? • How do people and communities use their natural resources to meet their needs? • How do people interact with and influence their physical environment?

1.G.1 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

1.G.1a Maps and map tools, such as legends (map keys) and cardinal directions (north, south, east, west), can help us navigate from one place to the next, provide directions, or trace important routes.

- Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.

1.G.1b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, cathedrals, shrines and cultural centers.

- Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.
- 1.G.1c Symbols are used to represent physical features and man-made structures on maps and globes.
- Students will closely read maps making use of the legends to understand symbols and what they represent.
 - Students will investigate and distinguish physical features on maps and globes – water, land, and mountains.
- 1.G.1d Maps are used to locate continents, bodies of water, and locations in relation to the United States.
- Students will locate the continent of North America, the country of the United States, neighboring countries (Canada and Mexico), oceans near the United States, and the state of Kentucky on a map.
 - Students will locate the North and South Poles and the equator.
- 1.G.2 People and communities depend on and modify their physical environment in order to meet basic needs.**
- 1.G.2a People and communities depend on the physical environment for natural resources.
- Students will identify natural resources required to meet basic needs.
- 1.G.2b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.
- Students will identify how the physical environment of their community has been modified to meet needs and wants.
- 1.G.2c People interact with their physical environment in ways that may have a positive or a negative effect.
- Students will identify positive and negative effects that human interaction can have on the physical environment.

HISTORY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • All families have disagreements. Is this bad? <i>Not necessarily—it can teach us how to listen, search for truth, think of others, and forgive.</i> • Why is the family the first school of love? <i>Families have the earliest and greatest opportunity for sharing, helping, and forgiving.</i> • If I feel angry at a family member, does this mean I don't love them? <i>No, feelings are just feelings. Our choices demonstrate love. Changing diapers is not fun, but it is love.</i> • Are people in faraway places family members? <i>All people are children of God, and they are our brothers and sisters.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Unconditional • Love (choice versus feeling) • “Benefit of the doubt” • Solidarity <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • On families: 2204-2213 • Solidarity: 1939-42 • Communal character of society: 1878-1885 <p>Document:</p> <ul style="list-style-type: none"> • <i>Letter to Families</i>, John Paul II, 1994

Inquiries
<ul style="list-style-type: none"> • How do families change over time? • How are families of long ago similar to and different than families of today? • How do historical sources give us information about life in the past?

1.H.1 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)

1.H.1a Personal and family history is a source of information for individuals about the people and places around them.

- Students will create personal time lines of their life, school year, and family events with the help of family members.
- Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.

1.H.1b Families change over time, and family growth and change can be documented and recorded.

- Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.

- 1.H.1c Families of long ago have similarities and differences with families today.
- Students will examine families of the past and compare them with their family.
 - Students will identify characteristics that have been passed on through the generations.
- 1.H.1d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
- Students will use sequence and chronological terms when describing family events.
- 1.H.2 Historical sources reveal information about how life in the past differs from the present.**
- 1.H.2a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
- Students will be exposed to various historical sources, including the Bible, artifacts, letters, maps, photographs, and newspapers.
- 1.H.2b Oral histories, biographies, and family time lines relate family histories.
- Students will interview family members to learn about their family histories.
 - Students will develop a family time line as an extension of their personal time line.
 - Students will describe the main characters and qualities after listening to biographies and legends.

ECONOMICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why is it good to pay people who are hired to clean and fix things? <i>Service workers are people who need a job to make a living. It is just.</i> • Why do people sometimes ask you to make sure you turn the lights off? <i>Electricity costs money. Turning off lights also helps the environment. These are signs of good stewardship.</i> • Children aren't old enough to have real jobs, but can they still help the family use money wisely? <i>Yes. Do not waste food, water or electricity. Take care of things in house, car yard, etc. Saying thank you and not taking things for granted is also important.</i> • Are people who don't recycle bad? <i>We cannot judge another's conscience.</i> • What do children in third world countries have/not have? What does that teach us about what is important for happiness? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Environment • Gratitude • Solidarity <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • The Seventh Commandment: 2401-2463 <p>Document:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004

Inquiries
<ul style="list-style-type: none"> • What is the difference between needs and wants? • How are goods and services related to needs and wants? • What is the role of producers and consumers in a community?

1.E.1 People have many economic wants and needs, but limited resources with which to obtain them.

1.E.1a Scarcity means that people's wants exceed their limited resources.

- Students will provide examples of scarcity by identifying wants that exceed resources.

1.E.1b Families and communities must make choices due to needs and wants, and scarce resources; these choices involve costs.

- Students will examine choices that families make due to scarcity, and identify costs associated with these choices.

1.E.1c People use tools, technologies, and other resources to meet their needs and wants.

- Students will examine how tools, technology, and other resources can be used to meet needs and wants.

1.E.2 People make economic choices as producers and consumers of goods and services.

1.E.2a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

- Students will identify examples of goods and services and explain the differences between goods and services.

1.E.2b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

- Students will identify examples of a producer and a consumer.

1.E.2c People and families work to earn money to purchase goods and services that they need or want.

- Students will examine how earning money through work is related to the purchase of goods and services.
- Students will explore careers and the variety of jobs possible.

1.E.2d People make decisions about how to spend and save the money that they earn.

- Students will examine decisions that people make about spending and saving money.
- Students will examine decisions about tithing.
- Students will identify correct symbols for money—¢ and \$.
- Students will identify coins (penny, nickel, dime, quarter) and bills (one, five, and ten dollars) and identify their monetary value.

GRADE 2: MY COMMUNITY AND OTHER COMMUNITIES

“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

The Trinity is a family and an example of communion. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself, and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of second graders are encouraged to meditate on the reality and source of man’s call to communion—union with self, others, and God, by reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Is it better to live in an urban or suburban area? <i>It doesn't matter; it is a matter of choice.</i> • Can children be good citizens? How can they build good habits? <i>Follow directions at school and home. Make good choices of friends, movies and activities. Respect others at all times.</i> • People in history have good and bad things. Does God love those who did bad things? <i>Yes. God loves everyone even if they choose actions for which they need consequences.</i> • How should we treat people who are very different from us? • What is a calendar year versus a liturgical year? • Why does the Church celebrate so many feast days? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Dignity • Virtue • “Citizens of the Kingdom of God” • Equality • Diversity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Equality and diversity: 1934-1938 • Duties of children: 2214-2220 <p>Document:</p> <ul style="list-style-type: none"> • <u>Welcoming the Stranger Among Us: Unity in Diversity (en Español)</u>, November 2000

Inquiries
<ul style="list-style-type: none"> • What characteristics of urban, suburban, and rural communities determine in which type of community you live now and would like to live in the future? • How does where you live influence your development and identity? • How do the traditions, celebration of holidays and holy days reflect the diverse cultures present in your community?

2.ID.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

2.ID.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

- Students will identify characteristics of an urban community.

2.ID.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

- Students will identify characteristics of a suburban community.
- 2.ID.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.
- Students will identify the characteristics of a rural community.
 - Students will compare the characteristics of urban, suburban, and rural communities and determine in which type of community they live.
 - By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.
- 2.ID.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.
- Students will identify activities that are available in each type of community and discuss how those activities affect the people living in that community.

2.ID.2 People share similarities and differences with others in their own community and with other communities.

- 2.ID.2a People living in urban, suburban, and rural communities embrace traditions, celebrate holidays and holy days that reflect both diverse cultures and a common community identity.
- Students will examine the ethnic and/or cultural groups represented in their classroom.
 - Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.
 - Students will identify community events that help promote a common community identity.
 - Students will identify Church holy days that help promote a common Catholic identity.
- 2.ID.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.
- Students will explore how different ideas, talents, perspectives, and culture are shared across their community.

2.ID.3 There are significant individuals and historical events that are important to American cultural identity.

- 2.ID.3a The study of historical figures and events enables people to understand the early history of the United States.
- Students will describe the early settlement of the United States, including the founding of Jamestown.

- Students will recognize that America fought against England to become free.
- Students will explain the movement west across America.
- Students will explain when and why we celebrate national holidays such as Flag Day, Independence Day, Memorial Day, Labor Day, Veteran’s Day, Columbus Day, Constitution Day, Thanksgiving, Presidents’ Day, Martin Luther King Day, etc.
- Students will explain when and why we celebrate holy days such as Christmas and Easter.
- Students will investigate famous persons, saints and their contributions: St. Joseph, Columbus, Martin Luther King, Jr., George Washington, Abraham Lincoln, Thomas Jefferson, Harriet Tubman, Susan B. Anthony, the Wright Brothers, and the current president.

CIVICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • If you happen to not like a certain person in authority (principal, governor, president, etc.), how should you handle that? <i>You should always respect the office and obey just rules (even Jesus respected Pilate). Disagreements can be handled by voting and appropriate communication.</i> • What are some things a Christian must do when voting? <i>All voters should educate themselves on the positions of those running and vote according to their informed conscience. The Bishops have recommended using Catholic Social Teaching as a reference.</i> • We should vote according to an informed conscience. What does this mean and how is it best to inform one's own conscience? • What is the purpose of consequences? <i>To help the person become better.</i> • Are penances in confession and during Lent punishment? <i>No. They are an opportunity for reparation, to make amends.</i> • From where does the word discipline derive? <i>The verb "dicere-to learn."</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Informed Conscience • Kingdom of God • Authority • Respect <p>Catechism of the Catholic Church References:</p> <ul style="list-style-type: none"> • Authority: 1880, 1897-1904 • Duties of citizens: 2238-2246 • Conscience: 1176-1802 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Forming Consciences for Faithful Citizenship</i>, November 2015, November 2011, November 2007 • <i>Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice (en Español)</i>, November 2000

Inquiries
<ul style="list-style-type: none"> • What does it mean to be a good citizen within your community? • Why is voting important? • How do rules and laws affect the function of your community? • What opportunities can you provide to offer service to your community at large?

2.C.1 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.

- 2.C.1a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.
- Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.
 - Students will be introduced to the branches of government (legislative, executive, and judicial) and the concept of checks and balances.
- 2.C.1b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.
- Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.
- 2.C.1c The process of holding elections and voting is an example of democracy in action in schools, communities, Kentucky, and the nation.
- Students will learn about the process of voting and what opportunities adults in the community have for participation.
 - Students will participate in voting within the classroom and in school, as appropriate.
- 2.C.1d Symbols of American democracy serve to unite community members.
- Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, Mount Rushmore, and the Liberty Bell.
 - Students will identify Washington, D.C. as our country’s capital.
- 2.C.2 Communities have rules and laws that affect how they function. Citizens contribute to the Church and a community’s government through leadership and service.**
- 2.C.2a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.
- Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.
- 2.C.2b Communities have leaders who are responsible for making laws and enforcing laws.
- Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.
 - Students will define the roles of the pope, cardinals, bishops, parish priests, and deacons and explain their roles in Church government.
- 2.C.2c Citizens provide service to their community in a variety of ways.

- Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).
- Students will identify how people can provide service to the Church, school and the community at large.

GEOGRAPHY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • If God is everywhere, why do we have Church buildings? <i>The building enables us to gather as a community. It is also a sacred space to house the Eucharist on reserve in the tabernacle.</i> • If you were to draw a map of the inside of Catholic churches, what would they have in common? <i>An altar with seats facing it, a visible crucifix, a red candle by the tabernacle, stations of the cross, aisle for processions, etc.</i> • What are some symbols in the Church? • Where did God become man and walk on earth? 	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Cathedral • Catholic • People of God/Kingdom of God • Crucifix versus Cross • Sanctuary, Altar, Tabernacle, Eucharist, Blessed Sacrament, Sanctuary Lamp, etc. <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Church: 1180, 1185-86 • Human race as family: 360, 361 • Symbols: 753-57 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Towards a Pastoral Approach to Culture</i>, 1999 • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015 • <i>Sacramentum Caritatis</i>, (The Eucharist as the Source and Summit of the Church's Life and Mission), Pope Benedict XVI, 2007

Inquiries
<ul style="list-style-type: none"> • What are some human and physical characteristics of places in our community? • What do maps and pictures tell us? • Why do we use maps and globes?

2.G.1 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

2.G.1a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.

- Students will locate their communities on maps and/or globes.
- Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make

things), “commercial” (used to provide services), and “recreational” (where people play or do sports).

- Students will create maps that represent their classroom, Church, school, or community, and maps that illustrate places in stories.

2.G.1b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

- Students will compare how different communities in their state or nation have developed and explain how physical features of the community affect the people living there.

2.G.1c Humans modify the environment of their communities through housing, transportation systems, Churches, schools, marketplaces, and recreation areas.

- Students will explore how humans have positively and negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
- Students will describe the means people create for moving people, goods, and ideas in their communities.

2.G.1d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

- Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
- Students will locate the equator, northern and southern hemispheres, and poles on a globe.
- Students will compare how maps and globes depict geographical information in different ways.
- Students will compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.
- Students will locate major cities, bodies of water, mountain ranges, and rivers in Kentucky and the United States on a map using map keys/legends.
- Students will locate the United States and its North American neighbors and surrounding oceans on a map.
- Students will read and create simple landform maps, product maps, and grid maps.

HISTORY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Do you know how the Mass has changed and stayed the same in 2000 years? <i>See Saint Justin description of Mass in 100 AD. There have always been a Liturgy of the Word (reading of Scripture) and Liturgy of the Eucharist. The readings chosen and some words and timing of the prayers have changed.</i> • Change in society can be good or bad. When do we know not to change something? <i>We should ask ourselves if it respects everyone.</i> • What is meant by common good? How is your being quiet in class helping the common good? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Virtue • Solidarity • Common Good <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Respect for cultural identity: 2441 • Solidarity: 361 • Common good: 1905-1917 <p>Document:</p> <ul style="list-style-type: none"> • <i>Sacramentum Caritatis</i>, (The Eucharist as the Source and Summit of the Church's Life and Mission), Pope Benedict XVI, 2007

Inquiries
<ul style="list-style-type: none"> • How can sharing be a positive factor in our lives? • How do people initiate change? • How do traditions influence communities?

2.H.1 Identifying continuities and changes over time can help understand historical developments.

2.H.1a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.

- Students will examine the things in a community that stay the same and things that change.

2.H.1b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

- Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
- Students will develop a time line for their community, including important events, such as when the school was built.

2.H.2 Cause-and-effect relationships help us recount events and understand historical development.

2.H.2a Cause-and-effect relationships help us to understand the changes in communities.

- Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

ECONOMICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The Church uses the phrase: “preferential option for the poor”. What does this mean? <i>That things are distributed according to need versus being distributed the same for all or by popularity. For example, the person who is sick in a family should receive more time and attention.</i> • Is a person who makes a million dollars any better than a homeless person? <i>All people have equal dignity.</i> • Sharing and generosity are good, but when is it not good? If a homeless person asks for a bottle of alcohol, should you give it to him or her? • Jesus says to help the poor then tells us to be poor of heart. What is the difference? <i>Being poor of heart means not being emotionally attached to something like a cellphone.</i> • What is almsgiving/tithing? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Dignity • Equity • Temperance • Moderation • “Preferential Option of the Poor” <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Economic activity and social justice: 2426-2436 • Poverty of spirit: 544, 2544-47 <p>Document:</p> <ul style="list-style-type: none"> • <u>“For I was Hungry and You Gave Me Food,” Catholic Reflections on Food, Farmers, and Farmworkers (en Español)</u>, December 2003

Inquiries
<ul style="list-style-type: none"> • How do communities meet group and individual needs? • How are goods and services related to needs and wants? • What are the roles of specific community helpers and why are they important?

2.E.1 Communities face different challenges in meeting their needs and wants.

2.E.1a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

- Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.
- Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).
- Students will distinguish between farm products and factory products, exploring the use of a factory in the production and distribution of products.

- 2.E.1b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.
- Students will explore economic decision making and the use of money.
 - Students will explain how people use banks.
- E.2.1c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.
- Students will examine how consumers react to changes in the prices of goods.
- 2.E.1d Taxes are collected to provide communities with goods and services.
- Students will explore the purpose of taxes and how they are collected in their communities.
- 2.E.2 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.**
- 2.E.2a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.
- Students will distinguish between goods and services and identify goods produced in their community.
- 2.E.2b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.
- Students will identify different types of jobs performed in their community.
 - Students will explain the services provided by community workers.
- 2.E.2c At times, neighboring communities share resources and workers to support multiple communities.
- Students will explore how Churches and communities share resources and services with other communities.

GRADES 3-5 SOCIAL STUDIES PRACTICES

Social Studies Practices	3	4	5
Gathering, Interpreting, and Using Evidence	Develop questions about a world community.	Develop questions about Kentucky State and its history, geography, economics, and/or government.	Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence
	Recognize and use different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
	Identify and explain creation and/or authorship, purpose, and format of evidence. Where appropriate, identify point of view.	Identify and explain creation and /or authorship, purpose, and format of evidence. Where appropriate identify point of view and bias.	Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
	Identify arguments of others.	Identify arguments of others.	Describe and analyze arguments of others, considering historical context..
	Identify inferences.	Identify inferences.	Make inferences and draw general conclusions from evidence.
	Create understanding of the past by using and analyzing primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple

Social Studies Practices	3	4	5
			perspectives; recognize that the perspective of the argument’s author shapes the selection of evidence used to support it.
Chronological Reasoning and Causation	Explain how three or more events are related to one another.	Explain how events are related chronologically to one another.	Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
	Employ mathematical skills to measure time in years and centuries	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C. and A.D. Identify the chronological significance of data presented in time lines, with teacher support.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. and A.D.); and to interpret the data presented in time lines
	Identify causes and effects, using examples from his/her life or from a current event or history.	Identify the relationship between multiple causes and multiple effects, using examples from his/her life and from a current event or history.	Identify causes and effects, using examples from current events, grade-level content, and historical events.
		Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.
	Recognize continuity and change over periods of time.	Recognize dynamics of historical continuity and change over periods of time.	Recognize that changing the periodization affects the historical narrative
	Recognize periods of time, such as decades and	Use periods of time, such as decades and centuries to put events into	Identify models of historical periodization that historians use to categorize

Social Studies Practices	3	4	5
	centuries.	chronological order.	events.
	Recognize and identify patterns of continuity and change in world communities.	Recognize and identify patterns of continuity and change in Kentucky State.	Identify patterns of continuity and change as they relate to larger historical process and themes.
Comparison and Contextualization	Identify a world region by describing a characteristic that places within it have in common.	Identify a region in Kentucky State by describing a characteristic that places within it have in common, and then compare it to other regions.	Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other, similar regions (inside or outside the continental United States) with similar characteristics.
	Identify multiple perspectives by comparing and contrasting points of view in differing world communities.	Identify multiple perspectives from a historical event.	Categorize and evaluate divergent perspectives of an individual historical event.
	Describe a historical event in a world community.	Describe and compare Kentucky State historical events.	Describe, compare, and evaluate multiple historical developments in the United States in various chronological and geographical contexts.
	Recognize the relationship between geography, economics, and history in world communities.	Recognize the relationship between geography, economics, and history in social studies.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of United States.

Social Studies Practices	3	4	5
	Describe a historical development in a world community with specific details, including time and place.	Describe historical developments in Kentucky State with specific details, including time and place.	Understand the roles that periodization and region play in developing comparisons. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.
Geographic Reasoning	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other and describe connections between places.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections between places, and to evaluate effectively the benefits of particular places for purposeful activities.
	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans).	Distinguish human activities and human-made features from “environments” (natural events or physical features— land, air, and water—that are not directly made by humans).	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
	Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.	Identify how environments affect human activities and how human activities affect physical environments.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
	Recognize a process that	Recognize relationships	Recognize and analyze

Social Studies Practices	3	4	5
	applies to population, and a resulting pattern.	between patterns and processes.	how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
	Describe how human activities alter places and regions.	Describe how human activities alter places and regions.	Characterize and analyze changing connections between places and regions.
Economics and Economic Systems	Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.	Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
	Identify the variety of resources available in a particular world community used to produce goods and/or provide services.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.	Identify examples of buyers and sellers in product, labor, and financial markets.
	Identify products found in world communities and the various ways that people in those communities pay for products.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.	Describe the role that competition had in the determination of prices and wages in the United States; identify other factors that helped to determine prices.
	Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.	Explain why individuals and businesses specialize and trade.	Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy.

Social Studies Practices	3	4	5
		Explain the meaning of unemployment.	Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
	Explore the types of governments in world communities and the services that they provide to citizens.	Explain the ways that the government pays for the goods and services that it provides, including tax revenue.	Explain how government policies affected the economies of colonial North America and the early United States.
Civic Participation	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
	Participate in activities that focus on a classroom, school, or world community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
	Identify different types of political systems found in world communities.	Identify different types of political systems used at various times in Kentucky State history and, where appropriate, in United States history.	Identify and explain different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.

Social Studies Practices	3	4	5
	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.	Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.	Identify, describe, and compare the role of the individual in social and political participation and as an agent of historical change at various times and in various locations in colonial North America and in the early history of the United States various times in colonial and early United States history and explain the roles of individuals and key groups in those political and social systems.
	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
	Identify situations in which social actions are required and suggest actions.	Identify situations in which social actions are required and suggest actions.	Identify situations in which social actions are required and determine an appropriate course of action.
	Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.	Identify people in positions of power and how they can influence people’s rights and freedom.	Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
	Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.	Identify rights and responsibilities as a citizen of the community and the state.	Identify how social and political responsibilities developed in American society.

GRADES 3-5 STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text, including church documents, recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. Quote accurately from a text when explaining what the text, including church documents, says explicitly and when drawing inferences from the text.
5. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

7. Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other Catholic works, relevant to a grade 5 topics or subject area.
8. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
9. Analyze multiple accounts of the same event, Biblical event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

10. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
11. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
12. Integrate information from several texts, including Scripture and other Catholic works, on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

13. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events. 49

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 - a. Write poetry and use similes, metaphors, and figurative language.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two paragraphs in a 30 minute sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion from a Catholic perspective, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GRADES 3-5 CATHOLIC CONNECTIONS

The concepts in the Catholic Connections within the Diocese of Lexington’s 3-5 Social Studies Curricula are fundamental building blocks for one’s understanding of self and relationships. Teachers and parents are encouraged to read pertinent sections in the [Catechism of the Catholic Church](#) and the [Compendium of the Social Doctrine of the Church](#) for a greater appreciation of the significance of these simple yet fundamental concepts. It is also beneficial for teachers and parents to stay updated on the [United States Conference of Catholic Bishop's](#) positions on current events and application of [Catholic Social Teaching](#).

Saints (Catholic Heroes) Relevant to Grades 3-5 Social Studies Themes

United States	Others
<p>North American Martyrs:</p> <p>Rose Philippine Duchesne, R.S.C.J. Francesca Saverio Cabrini Elizabeth Ann Bayley Seton John Nepomuk Neumann Rose-Philippine Duchesne Katharine Mary Drexel Pedro Calungsod Barbara Cope (Marianne) Kateri Tekakwitha Miguel José Serra Ferrer (Junípero)</p> <p>Beatified:</p> <p>Solanus Casey O.F.M. Cap... Frans Xavier Seelos Teresa Demjanovich Stanley Francis Rother</p> <p>Venerable:</p> <p>Augustus Tolton, Pierre Toussaint Michael Joseph McGivney Henriette DeLille</p>	<p>Our Lady of Guadalupe Our Lady of Fatima Our Lady of Lourdes Saint Paul Dominic Frances of Assisi Vincent DePaul Martin de Porres Josephine Bakhita Vincent de Paul Louis de Marillac Thérèse of Lisieux Mother Teresa of Calcutta Peter Claver Thomas More</p>

Missionaries

To America:

Isaac Jogues—North America
Damien of Molokai—Hawaii
Marianne Cope—Hawaii
Theodora Guérin—Indiana
Frances Cabrini—United States
Rose Philippine Duchesne—Mississippi
River
Junipero Serra—West
John Neumann—Northeast

From America:

Stanley Roth—Latin America
Elizabeth Ann Seton—To children
Katherine Drexel—Margins in United States
Kateri Tekawitha—Native American
Vincent Capodanno—Military to Vietnam
Emil Kapaun—Army to Korea
Walter Cizek—Russia

Miscellaneous:

Francis Xavier—India, Japan
Mother Teresa—India
Patrick—Ireland
Therese of Lisieux (via prayer)
St. Paul (via writing)
Matteo Ricci—China
Edmund Campion—England
Peter Claver—To slaves

GRADE 3: COMMUNITIES AROUND THE WORLD

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

Teachers should select at least three communities that represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The communities selected should reflect the diversity of the local community.

The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, Key Ideas and social studies practices may be presented in any order.

The Trinity is a community—a union of persons. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of 3rd graders are encouraged to meditate on the reality the universal call to solidarity and personal holiness, reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

GEOGRAPHY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • People who travel around the world often experience a sense of wonder and realize how powerful or “smart” God is. What are examples in nature that bring wonder? • What does the variety, complexity, and interconnectedness of earth teach us about God? <i>There is a creator who is omnipotent, omniscient, and infinite.</i> • Do we need to take the Genesis story of creation literally? <i>No, certain parts of Scripture were not written to be historical, but to teach bigger lessons. One God made all and He made it good. He made man stewards of creation. He gave man free will from which man chose to sin and we bear the effects of that separation (original sin).</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Providence • Omnipotent • Omniscient • Infinite • Stewardship <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Almighty: 268-271 • Creation: 282-301 • Providence: 302-314 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015 • <i>Dei Verbum</i> (“Dogmatic Constitution on Divine Revelation”), November 18, 1965

Inquiries
<ul style="list-style-type: none"> • How are geographic tools used to understand regions of the world? • How are regions of the United States and world interrelated? • How does the physical environment impact where and how people live and work?

3.G.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.G.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

- Students will identify and name the continents and oceans, by using globes and maps.
- Students will locate various world communities, including the Holy Land, in relation to oceans and continents.

3.G.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Students will identify the differences between a globe and a map.

- Students will examine a variety of maps for various world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, climate, and economical/resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).
- Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for various world communities.
- Students will examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesa, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.

3.G.2 The location of world communities can be described using geographic tools and vocabulary.

3.G.2a World communities can be located on globes and maps.

- Students will examine where various world communities are located.
- Students will use cardinal directions, map scales, legends, titles, longitude, and latitude to locate major cities and countries in the world.
- Students will identify and locate the following on a map of North America: Canada, Mexico, Central America, Cuba and the 50 states of the United States.
- Students will compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states.
- Students will identify on a map major cities of the North American continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.).

3.G.2b World communities can be located in relation to each other and to principle parallels, meridians, and hemispheres.

- Students will examine the location of various world communities relative to the United States and other world communities.
- Students will locate various world communities in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.
- Students will explain the difference between relative and absolute location.

3.G.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.G.3a

Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

- Students will examine the geographic factors of various world communities, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.
- Students will explore how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).
- Students will investigate the lifestyle of the people who live in various world communities and how the lifestyle has been influenced by the geographic factors.

3.G.3b

People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

- Students will examine how various world communities have adapted to and/or modified their environment to meet their needs.
- Students will summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.
- Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected various world communities and their own community.
- Students will explore actions that are being taken to protect the environment in the selected various world communities and in their own community.

HISTORY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Did God become man and walk on the earth for real or is it a type of folktale? <i>Jesus is real. He really walked on earth and events surrounding Him are well documented.</i> • Does Jesus love people who don't believe in Him? <i>Yes.</i> • In the beginning of America there was prejudice against Native Americans, slaves and even Catholics. <i>What is prejudice? Why is it bad and how does one NOT become prejudice?</i> • Do Catholics in other countries have different customs/traditions? <i>Yes, especially Eastern Catholics. They have different styles in art, music, etc. But we all believe in Jesus, His Church and His Sacraments.</i> 	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Unconditional • Prejudice • Virtue • Incarnation • Eastern Rite • Saint, Blessed, Venerable <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Cultural identity: 2441, 2820 • Truth/judgment: 2475-2487 • Why Word became flesh: 456-460 • True God and True Man: 464-469 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> ("On Care for Our Common Home"), Pope Francis, 2015 • <i>Redemptor Hominis</i>, Pope John Paul II, 1979

Inquiries
<ul style="list-style-type: none"> • How do various cultures express their beliefs and practices? • How do interpretations of events, people and places, or situations affect our understanding of the past and present? • How do art, music, dance, and literature of various world cultures express time, place, and a way of life?

3.H.1 Each community or culture has a unique history, including heroic figures, Church and secular traditions, holy days and holidays.

- 3.H.1a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of various world communities.
 - Students will examine symbols of various world communities.
 - Students will identify important individuals and events in the history of Kentucky and their own local communities.
 - Students will examine the history of the Church in Kentucky.

- 3.H.1b Arts, music, dance, and literature develop through a community's history.
- Students will explore the arts, music, dance, and literature of various world communities.

3.H.2 The history of the United States is the story of its past, including the people and events who have influenced its development.

- 3.H.2a The study of historical figures and events enables people to understand the early history of the United States.
- Students will realize that the United States began with 13 colonies.
 - Students will identify various Native American communities.
 - Students will investigate significant individuals and their contributions in United States history: George Washington, Abraham Lincoln, Ben Franklin, Abigail Adams, St. Elizabeth Ann Seton and Sojourner Truth.
 - Students will compare and contrast primary and secondary sources, including maps, photographs, texts, and artifacts, of the same event or topic.
 - Students will compare types of travel throughout history.
 - Students will use timelines when applying knowledge of people, places, and events.
 - Students will study the history of the Church in the United States.

DEVELOPMENT, MOVEMENT, AND INTERACTION OF CULTURES

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What should you do if your family likes lots of traditions around Christmas but a friend’s family doesn’t like any of those customs? <i>You should not be ashamed of your traditions and should feel free to celebrate them. Just as you should accept others for their practices, you will hopefully be accepted for yours.</i> • What does the word “catholic” mean? <i>“Catholic” is Greek for universal. Catholics accept all nations, races and cultures. Similarly, Church teaching applies to all times and places.</i> • Since the time of Jesus, Catholics have been missionaries. What is a missionary? • How were the following saints missionaries? <i>Paul, Thomas Aquinas, Edith Stein, Catherine of Siena (in writings). Frances Xavier, (North American martyrs, traveling distances). Peter Claver, Jeane Jugan, Mother Teresa (helping the poor). Don Bosco, Dominic, Catherine of Alexandria, Elizabeth Ann Seton (teaching). Therese of Lisieux,, Clare, Padre Pio (prayer).</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Universal • Evangelization <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Cultural identity: 2441, 2820 • Liturgy: 1156-1158, 1200-1209 • Catholic: 830-838 • Mass of all ages: 1345-1405 • Missionary mandate: 149-856 <p>Documents:</p> <ul style="list-style-type: none"> • <u><i>Evangelii Nuntiandi</i></u> (“Evangelization in the Modern World”), Blessed Paul VI, 1975 • <u><i>In All Things Charity: A Pastoral Challenge for the New Millennium</i></u>, November 1999

Inquiries
<ul style="list-style-type: none"> • How do cultures around the globe celebrate holidays? • How can differing beliefs impact relationships of differing communities? • Why are traditions and practices important to communities?

3.H.1 Communities share cultural similarities and differences across the world.

3.H.1a The structure and activities of families, churches and schools share similarities and differences across world communities.

- Students will compare and contrast the structure and activities of families, churches and schools in various communities with their own.

3.H.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays, holy days and festivals.

- Students will examine various world communities in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays, holy days and festivals celebrated in various world communities and compare them to the holidays and festivals celebrated in their own community.

3.H.2 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.H.2a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- Students will examine the interactions of various cultures and the effects of the people, goods, and ideas on communities.

CIVICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • How does following classroom rules help make you a good citizen? <i>Following directions takes virtue. Virtue is a good habit. Practicing virtue in 3rd grade makes it easier to become a prosperous citizen as you get older.</i> • In society there are groups that may be treated unfairly. What can you do about this at your age? <i>Besides praying for those who are hurting, children can practice virtue of being courageous, just and kind in in the classroom, lunchroom, playground, etc.</i> • Why is punishment allowed? <i>To help us become better.</i> • How should you treat someone in authority you don't like or agree with? • Good citizenship is a virtue. Virtue is a good habit. Vice is a bad habit. Name some of both. How do we build virtue? <i>One choice at a time.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Catholic Social Teaching • Dignity • Responsibility • Subsidiarity • Equity – equality • Virtue <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Duties of citizens: 2238-2243 • Duties of civil authorities: 2235-2237 • Virtue: 1804 <p>Documents:</p> <ul style="list-style-type: none"> • <u><i>Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice</i></u> (<u>en Español</u>), November 2000 • <u><i>Compendium of the Social Doctrine of the Church</i></u>, Pontifical Council for Justice and Peace, 2004

Inquiries
<ul style="list-style-type: none"> • How do you demonstrate your citizenship? • Why is it important to promote communities and cultures with equality and justice for all? • Why do governments of the world have rules and laws?

3.C.1 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.C.1a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

- Students will examine the type of government found in various world communities and compare and contrast these with the United States government.
 - Students will compare and contrast the branches of government (legislative, executive, and judicial) in the United States.
 - Students will explore the role of local (including offices and jobs of the city government), state, and federal government in the United States.
- 3.C.1b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.
- Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.
- 3.C.1c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.
- Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in various world communities.
 - Students will compare and contrast those government processes with the process in the United States.
- 3.C.1d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.
- Students will examine the role of the citizen in various world communities and how this role is similar to or different from the role a citizen plays in the United States.
 - Students will identify characteristics of good citizenship and describe how citizens of a community can work together to solve problems.
 - Students will define tax as money citizens pay to support their government.
- 3.C.2 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.**
- 3.C.2a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.
- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly in the world.
- 3.C.2b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.
- Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.

3.C.2c

When faced with prejudice and discrimination, people can take steps to support social action and change.

- Students will investigate steps people can take to support social action and change aligned with Catholic social teaching.

ECONOMICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Is it better for a boss to pay workers a fair wage or to cut salaries in order to make more money? • What would Catholic Social Teaching say about what makes a good leader of groups? What makes a bad leader? • Should a person who has extra food help someone who has none? Likewise, should a country that has extra help a country who has none? <i>Yes.</i> • Should you always be paid for work? <i>No—chores at home, helping a neighbor are ways of sharing gifts and talents.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Equity • Solidarity • Catholic Social Teaching <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Justice and Solidarity: 2437-2442 • Authority in Society: 22342243 • Human Solidarity: 1939-1942 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004 • <i>Rerum Novarum</i> (“On the Condition of Labor”)—Pope Leo XIII, 1891 • <i>Respecting the Just Rights of Workers</i>, June 2009

Inquiries
<ul style="list-style-type: none"> • Why do we need a system of trade? • How do countries depend on one another? • How do government policies and changes in transportation influence world economies?

3.E.1 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

- 3.E.1a World communities use human and natural resources in different ways.
- Students will investigate available resources for various world communities and how these resources are used to meet basic needs and wants.
 - Students will explore the concepts of surplus and scarcity in relation to resources for various world communities.
- 3.E.1b People in communities have various ways of meeting their basic needs and earning a living (wages).
- Students will investigate how various world communities meet basic needs of food, clothing, and shelter, and compare that to their own community.
 - Students will examine the various ways people earn a living (wages) and how this has changed over time in various world communities.

3.E.2 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

3.E.2a Communities around the world produce goods and provide services.

- Students will determine what goods are produced and services are provided in various world communities.
- Students will examine how the goods are produced within various world communities.
- Students will investigate who receives the goods that are produced in various world communities and the importance of trade for interdependence between world communities.
- Students will trace the development of a product from its natural resource state to a finished product (i.e. describe farm products and the journey to markets/groceries and examine the workings of factory production).

3.E.2b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

- Students will examine various world communities in terms of imported and exported products and services.
- Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.
- Students will examine how technological developments in transportation and communication have influenced trade over time.

GRADE 4: GEOGRAPHY, GOVERNMENT, AND HISTORY OF THE UNITED STATES AND KENTUCKY

In grade 4, the focus is on Kentucky and local communities and their change over time, incorporating the study of geography, history, economics, and government. In addition, students will learn about regions of the United States.

To further develop independent thinking and collaboration skills, the goal for learners in fourth grade is to continue fostering curiosity and engagement through learning experiences that focus on the complex and overlapping relationships within communities, states, and nations. Student experiences will allow them to interact with and evaluate the relationships through the lenses of perspective, change, and interdependence and how these viewpoints impact an individual, a society, and the world.

Through the Practices in the Inquiry Arc, students will: consider perspectives and how perspectives impact the reasons that people create and make changes to rules and laws to meet the needs of society, question and evaluate context and cause and effect, as they continue to examine historical sources, judge the validity and usefulness of sources when studying a particular topic as they sharpen historical-thinking skills, build on the economic understandings of scarcity, opportunity costs, and human capital, investigate how the relationships between buyers and sellers, supply and demand, trade and specialization, and changes to human capital all impact economic decision-making, use geographic tools to examine how the cultural, environmental, and human-made characteristics impact people's interaction with their surroundings, examine school and community relationships to identify and address issues that affect students' lives, engage with and meet perceived needs in their communities through the application of civic readiness, sharing research and communicating solutions to local issues of importance in a meaningful and authentic way

By the end of fourth grade, students will make connections to relationships within communities, states, and nations and evaluate these relationships through the lenses of perspective, change, and interdependence.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum. Parents and teachers are encouraged to study these concepts in the Church's Primary Resources, particularly in the [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

GEOGRAPHY OF THE UNITED STATES

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • When people begin to alter creation for progress, what Catholic Social Teaching principles should be kept in mind? <i>Those workers treated fairly. That it will benefit others now and in the future...</i> • Were Catholics involved with people that took land from Native Americans or had bad labor practices? <i>Maybe. How individuals act does not mean the Church teaches to do so.</i> • What does it mean to use a person as a means to an end and is this bad? <i>Sometimes people have taken advantage of people for their own greed of money, progress or power and this is very wrong.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Providence • Stewardship • Utilitarianism • Dignity • Respect <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Development: 2441 • Human work: 1700,2427,2460 • Dignity of human person: 1700 • Inversion of means/ends: 1887 <p>Documents:</p> <ul style="list-style-type: none"> • <u>Respecting the Just Rights of Workers</u>, June 2009 • <u>The Church and Racism: Towards a More Fraternal Society</u>, Pontifical Council for Justice and Peace, 1989

Inquiries
<ul style="list-style-type: none"> • How did the physical features of the United States affect where communities were built? • How do physical features of the United States affect the jobs in various states and communities? • How do the waterways in the United States affect the economy?

4.G.1 The United States has a diverse geography. Various maps can be used to represent and examine the geography. (Standard: 3; Theme: GEO)

- 4.G.1a Physical maps can be used to explore the diverse geography of the United States.
- Students will identify major physical features, including mountains (Appalachian and Rocky Mountains), rivers (Mississippi River), lakes (The Great Lakes), and other large bodies of water (Rio Grande, the Gulf of Mexico, etc.).
 - Students will examine climate and vegetation maps to explore the relationship between physical features and vegetation/climate.

4.G.1b The United States can be represented using a political map that shows states, cities, capitals, and boundaries.

- Students will examine a political map for each region to identify the states, capitals, and major cities of each region of the United States.
- Students will learn the capitals of each state in the United States.
- Students will examine the location of major cities in the United States in relation to their home community.

4.G.1c

The United States is rich in natural resources.

- Students will identify the major natural resources found in each region of the United States.
- Students will explore how the natural resources are used to benefit the people of each region.

CIVICS: GOVERNMENT OF THE UNITED STATES

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What is the purpose of having laws? • What should a person do if they do not like the person in authority? <i>The person, position and just rulings should be respected. One can disagree in legitimate forums and become a more involved citizen to facilitate change.</i> • What is one’s responsibility when voting? <i>Voters should educate themselves well and vote according to an informed conscience.</i> • Is it possible for a law to be bad? <i>Yes, for instance, Dred Scott Decision. We should obey unless it is an evil law.</i> • What is the principle of subsidiarity? What does it look like in the classroom, the school, and different levels of government? What does it look like when subsidiarity is not present? • Peter was the first Pope and the Apostles were Bishops. What does the government structure of the Church look like now? • What is the natural Law? Jesus gave us a new law. What is that? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Informed Conscience • Natural Law • Common Good • Subsidiarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Natural law: 1954-1960 • Duties of civil authority: 2234-2237 • Duties of Citizens: 2238-2243 • Freedom and Responsibility: 1731-38 • Conscience: 1776-1802 • Subsidiarity: 1883 • Hierarchical constitution of Church: 974-945 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Ecclesia in America</i> (“The Church in America”), St. John Paul II, 1999 • <i>Catholics in Political Life</i>, June 2004 • <i>Forming Consciences for Faithful Citizenship</i>, November 2015

Inquiries
<ul style="list-style-type: none"> • How does the structure of the federal government meet the needs of its citizens? • How does the structure of the federal government carry out/uphold the rights and freedoms outlined in the Constitution? • How do individuals practice democratic citizenship at the federal level?

4.C.1 There are different levels of government within the United States. The purpose of government is to protect the rights of citizens and to promote the common good. The government of the United States establishes rights, freedoms, and responsibilities for its citizens.

- 4.C.1a After the Revolution, the United States of America established a federal government.
- Students will examine the basic structure of the federal government, including the President, Congress, and Supreme Court.
 - Students will explore ways that the federal government meets the needs of citizens.
- 4.C.1b The United States Constitution establishes the basic structure of government for the country. The federal government creates laws to protect the people and interests of the nation.
- Students will identify and examine the elements of the United States national symbols.
 - Students will use a graphic organizer to show the three branches of federal government and roles and responsibilities of each.
 - Students will investigate and demonstrate the steps necessary for a bill to become a law.
 - Students will investigate the national election process.
- 4.C.1c Citizens have rights and freedoms guaranteed in the United States Constitution.
- Students will examine the rights and freedoms guaranteed to citizens.
- 4.C.1d Citizens of the United States have responsibilities that help the nation function. Some responsibilities are stated as laws.
- Students will learn their responsibilities as citizens, such as obeying rules and laws.
 - Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

UNITED STATES ECONOMICS

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why are the duties of civil authorities and duties of citizens included in the 4th Commandment? <i>Honor thy Father and Mother discusses roles of families. As a human family, we also have political families.</i> • Because some early settlers took advantage of others which enabled them to get the land, on which we now live, does this make their choice good? <i>No. One may never do evil so good may come of it (Catechism of the Catholic Church 1789). We should never be unkind.</i> • Why does the 7th Commandment deal with economics and trade? <i>Thou shall not steal deals with treatments of things, including private property, money and creation.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Solidarity • Dignity • Responsibility • Catholic Social Teaching • Stewardship <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Fourth Commandment: 2197-2257 • Seventh Commandment: 2401-2463 <p>Document:</p> <ul style="list-style-type: none"> • <u>Compendium of the Social Doctrine of the Church</u>, Pontifical Council for Justice and Peace, 2004

Inquiries
<ul style="list-style-type: none"> • How are needs and wants of individuals and groups met through national and global sources? • How are people and environments interdependent? • How do availability of resources and issues of supply and demand affect relationships and decisions?

4.E.1 Many factors have had an impact on the economic system of the United States over time.

4.E.1a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

- Students will examine the locations of early settlers and ways they used their environment to meet their needs.
- Students will distinguish and describe the significance of the key resources within the factors of production (human, natural, and capital resources).

4.E.1b The United States has a free market economy. Students will define and explain the free market economy in the United States.

- Students will explain the involvement of the government and the structure of businesses in a free market economy.
- Students will distinguish the terms profit, scarcity, supply, and demand and use these terms to describe the influences of economic decision-making.
- Students will identify goods and services of regions of the United States.
- Students will examine the impact of new ideas, products, and technology on the environment and people of the United States.
- Students will explain why individuals and businesses specialize and trade.
- Students will identify and describe key factors and examples of the three major economic activities in the United States (agriculture, service industries, and manufacturing).
- Students will define a global economy and recognize the reliance of economic relationships among various countries worldwide.
- Students will explain the ways the government pays for the goods and services it provides, including tax revenue.

GEOGRAPHY OF KENTUCKY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> God created different environments so we would help each other. How does Kentucky’s land help others? What are practical ideas of respecting creation? Are there jobs in Kentucky that are better than others? <i>While pay may be different, work is a virtue and has equal dignity. However, doing a job to help family and society is better than doing a job for greed.</i> 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> Stewardship Respect Common good <p><i>Catechism of the Catholic Church</i> Reference:</p> <ul style="list-style-type: none"> Stewardship: 2415-2418 <p>Documents:</p> <ul style="list-style-type: none"> <u>Laudato Si’</u> (“On Care for Our Common Home”), Pope Francis, 2015 <u>“For I was Hungry and You Gave Me Food,” Catholic Reflections on Food, Farmers, and Farmworkers (en Español)</u>, December 2003

Inquiries
<ul style="list-style-type: none"> How did the physical features of Kentucky affect where communities were built? How do physical features of Kentucky affect the jobs in various communities in the state? How do the waterways in Kentucky affect the economy in the state?

4.G.K.1 Kentucky has a diverse geography. Various maps can be used to represent and examine the geography of Kentucky.

4.G.K.1a Physical maps can be used to explore Kentucky's diverse geography.

- Students will identify and map Kentucky's major physical features.
- Students will examine the climate and vegetation found in different regions of Kentucky.

4.G.K.1b Kentucky can be represented using a political map that shows cities, capitals, and boundaries.

- Students will use political maps to identify and examine the location of the capital and major cities in Kentucky in relation to their home community using directionality and latitude and longitude coordinates.
- Students will create a political map of Kentucky that includes the capital city and five of the most popular cities as well as their own community.
- Students will examine the major natural resources found in Kentucky.

- Students will examine how these resources are used to benefit the people of the state.

HISTORY AND CULTURE OF KENTUCKY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> Kentucky is a state with one of the lowest Catholic Populations. Some states are mostly Catholic. Is this bad? <i>No. It may make it more difficult to be Catholic because others do not understand you. The Catholic Church has survived every period and history and will always be there and so being a minority does not mean we should worry.</i> Catholics are usually leaders in society in education and helping others. What are some ways this is done in Kentucky? What if some of my friends are not Catholic? God loves them very much and you do not need to worry about them. Always be kind and set a good example. What is the history of Catholicism in Kentucky? What are the charisms of the different religious orders in Kentucky? <i>Dominicans, Ursulines, Passionists, Daughters of Charity, Benedictine, etc.</i> In the Diocese of Lexington, there are many programs to help others. What are some of them? What is Catholic Charities? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> Service Servant-leader Equality <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> Social Justice: 1928-1948 <p>Document:</p> <ul style="list-style-type: none"> <u>“For I was Hungry and You Gave Me Food,” Catholic Reflections on Food, Farmers, and Farmworkers (en Español), December 2003</u>

Inquiries
<ul style="list-style-type: none"> How does knowledge of the past influence the present and future? How have various cultural groups contributed to Kentucky's society? Why do interpretations of events, people, places, or situations vary?

4.H.K.1 Native American groups inhabited the region that became Kentucky. They interacted with the environment and developed unique cultures.

- 4.H.K.1a Geographic factors often influenced locations of early settlements. Native Americans made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- Students will identify Native American groups that inhabited Kentucky and describe how these groups used the natural resources of the area to meet their needs.
 - Students will examine the locations of early Native American groups in Kentucky in relation to geographic features, noting how certain physical features were more likely to support settlement and larger populations.
 - Students will examine the location of early Catholic groups in Kentucky in relation to their geographic features, noting how certain physical features were more likely to support settlement.
 - Students will investigate how Native Americans adapted to and modified their environment to meet their needs and wants.
 - Students will investigate how Catholics adapted to and modified their environment to meet their needs and wants.

4.H.K.2 Many different groups throughout history have explored and/or settled in Kentucky.

4.H.K.2a Different groups throughout Kentucky history, including Catholics, have explored and/or settled here.

- Students will identify different European groups that explored the region and discover their reasons for exploring.
- Students will use primary and secondary sources to explore the early settlements in Kentucky and discover how the physical environment and natural resources influenced where settlements were built.
- Students will research significant figures in Kentucky history, such as Daniel Boone, James Harrod, George Rogers Clark, Isaac Shelby, Abraham Lincoln, John Lancaster, and Jefferson Davis, Fr. Whelan, Fr. William de Rohan, George Hart, Jane Coomes.

4.H.K.2b Groups of Catholics left Maryland in search of better lives and settled in Kentucky.

- Students will explore the settlement of Catholics in Kentucky in the areas near the village of Bardstown.
- Students will explore the establishment of churches, monasteries, schools, orphanages, and hospitals by Catholics in Kentucky.
- Students will explore the creation of the Diocese of Bardstown, the first inland diocese, which stretched from the Great Lakes to the Deep South, from the Allegheny Mountains to the Mississippi River.
- Students will research significant Catholic figures in Kentucky history, such as Bishop Benedict Joseph Flaget and Mother Catherine Spalding.

4.H.K.3 As the population of the state grew, Kentucky became the 15th state of the United States.

4.H.K.3a As the population grew and Kentucky became the 15th state of the United States, a new government was established.

- Students will explore the causes that led to the people of Kentucky seeking statehood.
- Students will identify the process to become a state.
- Students will examine how the new government was set up to meet the needs of the population.
- Students will examine how the population grew and new cities developed in the state.
- Students will investigate how the development of steamboats, roads, and railroads contributed to the growth as a state.

4.H.K.4 Kentucky played an important role in the growth of the United States.

4.H.K.4a During the 1800s, people traveled west looking for opportunities. People began to move and settle farther west, including in Kentucky.

- Students will examine why people began to move west.
- Students will examine the difficulties of traveling west at this time.

4.H.K.5 Improved technology, such as the steam engine and the telegraph, made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the state, the nation, and the world.

4.H.K.5a Life in Kentucky was impacted by the improvements in transportation and communication.

- Students will investigate which early means of transportation were used in their community in Kentucky and to which communities they were linked, noting why they were linked to those communities.

4.H.K.6 The Civil War had a major impact on the people of Kentucky. Kentucky played a unique role as a border state.

4.H.K.6a Kentucky had a major impact on the Civil War.

- Students will examine life as a slave in Kentucky.
- Students will investigate the importance of Kentucky to both the Union and the Confederacy.
- Students will explore why Kentuckians were divided over which side to support in the war.

- Students will discover how the end of the war affected life in Kentucky.

4.H.K.7 Cultural diversity can be found in Kentucky.

4.H.K.7a The cultural diversity of Kentucky has enriched the culture of the United States.

- Students will examine the importance of Kentucky's folk arts and crafts to the culture of the United States.
- Students will investigate how Kentucky's bluegrass music has enriched the music of the United States.
- Students will explore how Kentuckians have made important contributions in literature, sports, entertainment, medicine, and other areas.
- Students will describe how lifestyles and conditions have changed over time in Kentucky.
- Students will examine and explain problems created by prejudice and discrimination.
- Students will identify examples of culture, traditions, Catholic faith, and customs of Kentucky.

CIVICS: GOVERNMENT OF KENTUCKY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What are the principles in Catholic Social Teaching? • What is the principle of subsidiarity? How does subsidiarity work in your classroom? How would subsidiarity work in the Kentucky government? • How can you apply each principle of Catholic Social Teaching to the classroom? Your home life? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Subsidiarity • Solidarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Subsidiarity 1883,1885,1894 <p>Document:</p> <ul style="list-style-type: none"> • Compendium of the Social Doctrine of the Church, Pontifical Council for Justice and Peace, 2000

Inquiries
<ul style="list-style-type: none"> • How do various social, political, religious and economic systems help societies and communities function and thrive? • How does the structure of the local and state government carry out/uphold the rights and freedoms outlined in the Constitution? • How do individuals practice democratic citizenship at the local and state levels?

4.C.K.1 There are different levels of government within Kentucky. The purpose of government is to protect the rights of citizens and to promote the common good. The government of Kentucky establishes rights, freedoms, and responsibilities for its citizens.

4.C.K.1a After the Revolution, the colonies established state governments.

- Students will examine the basic structure of state and local governments.
- Students will explore ways the state and local governments meet the needs of citizens, looking for similarities and differences between the federal, state, and local levels of government.

4.C.K.1b The Kentucky Constitution establishes the basic structure of government for the state. The government of Kentucky creates laws to protect the people and interests of the state.

- Students will identify and examine the Kentucky state symbols.
- Students will identify the different branches of state government and the roles and responsibilities of each.
- Students will identify the present governor, local senator, and other significant representatives of the state.

- Students will investigate the steps necessary for a bill to become a law in Kentucky.
 - Students will investigate the local and state election processes.
- 4.C.K.1c Government in Kentucky is organized into counties, cities, and towns.
- Students will identify the county in which they live, noting where their city or town is within that county.
 - Students will examine the structure of their local government and its relationship to state government.
 - Students will identify the elected leaders of their community.
- 4.C.K.1d Kentuckians have rights and freedoms that are guaranteed in the Kentucky Constitution and by state laws.
- Students will examine the rights and freedoms guaranteed to citizens.
- 4.C.K.1e Citizens of Kentucky have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated as laws.
- Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something-say something, anti-bullying).
 - Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

ECONOMICS OF KENTUCKY

Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Does a person who makes more money in Kentucky have more dignity? • God does not judge us on whether we went to school, but those of us who have the privilege of going to school should use this time well. What habits/virtues can I practice as a student now that will help me be an adult of integrity? • If you don't have a job, what habits show gratitude, stewardship and help your family's economy? <i>Turning off lights/water; taking care of and cleaning things; finishing your plate; not wasting, etc.</i> • We are told to help the poor and also told that "Blessed are the poor of heart. What is the difference? The beatitudes are the "attitudes" Jesus asked us to have. What are they and how can you put each into practice? 	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Community • Responsibility • Participation • Dignity <p><i>Catechism of the Catholic Church</i></p> <p>References:</p> <ul style="list-style-type: none"> • Community: 1877-1885 • Responsibility and participation: 1913-1927 • Poverty of spirit: 2443-49; 2544-50 <p>Document:</p> <ul style="list-style-type: none"> • <u>Dignitas Personae</u> ("The Dignity of a Person"), Congregation for the Doctrine of the Faith, 1998

Inquiries
<ul style="list-style-type: none"> • How did geographic factors lead to settlement in Kentucky? • How are needs and wants of individuals and groups met through local sources? • How are people and environments interdependent?

4.E.K.1 Various groups have settled in Kentucky.

- 4.E.K.1a Geographic factors influence locations and the economy of Kentucky. People make use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- Students will examine the impact of geography on the economy of Kentucky.
 - Students will examine the natural resources and production of goods in Kentucky.

4.E.K.2 Kentucky has a free market economy.

- 4.E.K.2a The economy and economic systems of Kentucky impact life in Kentucky.
Students will define and explain the free market economy in Kentucky.
- Students will describe the structure of industries within the free market economy in Kentucky.
 - Students will define service industries, finance, manufacturing, and mining and their impact and contributions to the economy in the state of Kentucky.
 - Students will explain why individuals and businesses specialize and trade and use the terms imports and exports to demonstrate the connection between Kentucky's economy and the global economy.
 - Students will identify goods and services in Kentucky.
 - Students will examine how the economic activities in their local community have changed over the last 50 years.
 - Students will investigate major economic activities in regions of Kentucky and create a map showing the major economic activities throughout the state.

4.E.K.3 The natural features of Kentucky contributed to farming throughout history.

- 4.E.K.3a Farming has played a significant role in the economy of Kentucky over time.
Students will define the term commercial farms and will use it to compare and contrast modern-day Kentucky farming to farming in the past.
- Students will analyze and explain the significance of farming in Kentucky's agricultural economic activity.
 - Students will examine key agricultural products of Kentucky during the 1800s and compare those to the key agricultural products of today.

GRADE 5: THE UNITED STATES: FIRST INHABITANTS— THE CONSTITUTION

Grade 5 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Constitution. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 5 course, these include Key Ideas Colonial Development, Historical Development of the Constitution.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum.

Saints (Catholic Heroes) Relevant to Grade 5 Social Studies Themes

United States	Others
<p>North American Martyrs: Rose Philippine Duchesne, R.S.C.J. Francesca Saverio Cabrini Elizabeth Ann Bayley Seton John Nepomuk Neumann Rose-Philippine Duchesne Katharine Mary Drexel Pedro Calungsod Barbara Cope (Marianne) Kateri Tekakwitha Miguel José Serra Ferrer (Junípero)</p> <p style="text-align: center;">Beatified: Solanus Casey, O.F.M.Cap. Frans Xaver Seelos Teresa Demjanovich Stanley Francis Rother</p> <p style="text-align: center;">Venerable: Augustus Tolton Pierre Toussaint Michael Joseph McGivney Henriette DeLille</p>	<p>Our Lady of Guadalupe Juan Diego Saint Paul Francis Xavier Peter Claver Josephine Bahkita Thomas More</p>

GEOGRAPHY

Catholic Connections

Catholic Social Teaching Questions:

- What are principles in Catholic Social Teaching? How does each apply to interactions with classmates, teammates, families, local community, nation, and world?
- In many instances, the government sanctioned slavery and bad treatment of Native Americans. When should we not obey the law? We should obey except those that tell us to disobey God's law. It is better to obey God than man. *Catechism of the Catholic Church 2242.*
- The Catechism of the Catholic Church gives criteria for just war and when it is okay to intervene with military when others are oppressed. Try reading them. *Catechism of the Catholic Church 2243, 2309*
- Motives to bully/mistreat Native Americans or endorse slavery vary. Are there similarities in past human behaviors to what we can be tempted to do in our daily lives? What ways are people unkind today? What ways do people use others selfishly?
- If people did bad things for a good reason is it okay? *No. One may never do evil that good may come from it. See Catechism of the Catholic Church 1749-1756, 1789.*
- Are those that did bad thing going to hell? *No one but God can judge another's conscience; we can merely say it was not a good action. See Catechism of the Catholic Church 1735-1738, 1776-1794.*
- Ideologies are learned. How was the ideology of slavery fostered? What is forming your ideology now? How is technology being used to form your ideology and what of that can you control?

Inquiries

- What were the conflicts between the Native Americans and the colonists?
- Were there some groups that were able to live in peace? If so, what was done to promote peaceful, respectful living?
- How are we as Catholics encouraged to handle conflict within our classrooms, sports teams, homes, and communities?
- What was the purpose of the missionaries of the Southwest?
- How do you share your faith with others?
- Why did slavery of Native Americans and Africans become a part of the United States?
- Discuss how slavery took away the dignity and human rights of enslaved people.
- Discuss how the Constitution is a living document that can respond to political and social changes, as is evident in the Amendments.

5.G.1 NATIVE AMERICANS: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

- 5.G.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.
- Students will examine theories of human settlement of the Americas.
 - Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.
 - Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.
- 5.G.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.**
- 5.G.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.
- Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
 - Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as, but not limited to, Champlain, Hudson, and Verrazano.
- 5.G.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.
- Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.
 - Native American societies declined in population and lost land to the Europeans.
 - Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.
- 5.G.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the social and political characteristics of each colonial region.

5.G.2d

Over the course of the 17th and 18th centuries, slavery grew in the colonies.

- Students will describe the conditions of the Middle Passage.
- Students will explain why and where slavery grew over time in the United States
- Students will examine the living conditions of slaves
- Students will distinguish between indentured servitude and slavery.

HISTORY AND ECONOMICS

Catholic Connections

- What is the United States Conference of Catholic Bishops?
- Study www.usccb.org. What are different things it contains?
- The Church came out with many encyclicals about issues of social justice. The USCCB summarized them into seven categories. What is an encyclical? What are the seven parts of Catholic Social Teaching according to the USCCB?
- Which commandment would discuss matters of economics? What are things that this commandment includes? See *Catechism of the Catholic Church* 2401-2463.

Inquiries – Teacher determined

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5.H.1 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain.

5.H.1a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will locate battles fought between France and Great Britain during the 17th and 18th centuries.
- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.
- Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

5.H.1b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will compare the proportions of loyalists and patriots in different colonies.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

5.H.1c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

5.H.1d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

5.E.1 Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will examine the economic characteristics of each colonial region.
- Describe why the government collects taxes and what goods and services it provided colonial society.
- Explain how the US developed into a market economy.
- Explain how specialization and competition influence the production and exchange of goods and services in an interdependent colonial economy.

CIVICS

Catholic Connections

Catholic Social Teaching Questions:

- Those working on the development of the Constitution had examples of governments from many other countries and times in history. What principles does the Church suggest are important in structuring government authority and did the US Constitution meet these principles? *See Catechism of the Catholic Church 1901-1917, 1928-1942, 2422-2425, 243.*
- Freedom is a central theme in Catholic Social Teaching and the United States Constitution. Are there certain principles that underlie Catholic Social Teaching's understanding of freedom? For instance, are you free to kill everyone? *See Catechism of the Catholic Church 1730-1740.*
- What are the "know nothings"? At the writing of the Constitution there were prejudices, including an anti-Catholic sentiment. One misperception was that Catholics were "papists" and so loyal to a leader of another country. Does being Catholic mean you are not American? Explain.
- Discuss prejudice against any group. What are the origins of prejudice and how can Catholic Social Teaching address this?
- Did the writers of the Constitution intend that free speech meant people could say whatever they want, such as being unkind or yelling fire in a crowded room? Explain how sin doesn't set us free.

Inquiries– Teacher determined

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5.C.1 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

5.C.1a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states but allowed states to maintain a large degree of sovereignty.

5.C.1b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

- 5.C.1c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.
- Students will examine balance of power between the federal and state governments, the power of government, and the rights of individuals.
 - Students will examine how key issues were resolved during the Constitutional Convention, including:
 - state representation in Congress (Great Compromise or bicameral legislature)
 - the balance of power between the federal and state governments (establishment of the system of federalism)
 - the prevention of parts of government becoming too powerful (the establishment of the three branches)
 - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)
 - Students will examine the role of Alexander Hamilton and John Jay as leading advocates for the new Constitution.

5.C.2 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes, as is evident in the Amendments. (Standards: 1, 5; Themes: TCC, GOV, CIV)

5.C.2a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

5.C.2b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law.
- Students will identify the individual rights of citizens that are protected by the Bill of Rights.

5.C.2c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways

- Students will examine the process for amending the constitution.

5.C.2d

Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.
- Students will examine the Monroe Doctrine and its effects on foreign policy

GRADES 6-8 SOCIAL STUDIES PRACTICES

Social Studies Practices	6	7	8
Gathering, Interpreting, and Using Evidence	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.	Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.
	Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
	Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.	Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.
	Describe arguments of others.	Identify arguments of others.	Describe and analyze arguments of others, considering historical context.
	Identify implicit ideas and draw inferences, with support.	Identify implicit ideas to draw inferences, with support.	Make inferences and draw conclusions from evidence.
	Recognize arguments on specific social studies topics and identify	Recognize arguments on specific social studies topics and identify	Recognize an argument and identify supporting evidence related to a

Social Studies Practices	6	7	8
	evidence supporting the argument. Examine arguments related to a specific social studies topic from multiple perspectives.	evidence supporting the argument.	specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.
Chronological Reasoning	Identify ways that events are related chronologically to one another in time.	Explain how events are related chronologically to one another in time	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. and A.D.); and to interpret the data presented in time lines, with teacher support.	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C. and A.D. Identify the chronological significance of data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. and A.D.); and to interpret the data presented in time lines.
	Identify causes and effects from current events or grade-level content and historical events	Identify causes and effects, using examples from current events or grade-level content and historical events	Identify causes and effects, using examples from current events, grade-level content, and historical events.
	Identify and classify the relationship between multiple causes and multiple effects.	Identify and classify the relationship between multiple causes and multiple effects.	Identify, analyze, and evaluate the relationship between multiple causes and multiple effects.
	Distinguish between long-term and immediate causes and effects of an event from current events or	Distinguish between long-term and immediate causes and effects of an event from current events or	Distinguish between long-term and immediate causes and effects of an event from current events or

Social Studies Practices	6	7	8
	history.	history.	history.
	Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
	Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.	Use periods of time, such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere, utilizing time lines.	Recognize that changing the periodization affects the historical narrative.
	Identify the relationships between patterns of continuity and change to larger historical processes and themes.	Recognize and identify patterns of continuity and change in history.	Relate patterns of continuity and change to larger historical processes and themes.
	Understand that historians use periodization to categorize events. Describe general models of periodization in history.	Understand the role of periodization as a practice in history and social studies.	Identify and describe models of historical periodization that historians use to categorize events.
Comparison and Contextualization	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.	Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other, similar regions inside the United States.

Social Studies Practices	6	7	8
	Categorize and evaluate divergent perspectives of an individual historical event.	Categorize divergent perspectives of an individual historical event.	Identify and compare multiple perspectives on a given historical experience.
	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe, compare, and evaluate multiple historical developments in societies, and across and between societies, in various chronological and geographical contexts.
	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
	Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.	Describe historical developments in the history of the Western Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
	Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the Eastern Hemisphere in the same historical period, with teacher support.		Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.

Social Studies Practices	6	7	8
Geographic Reasoning	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
	Describe how human activities alter places and	Describe how human activities alter places and	Characterize and analyze changing connections

Social Studies Practices	6	7	8
	regions in the Eastern Hemisphere.	regions in the Western Hemisphere.	between places and regions.
	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed.	Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.
Economics and Economic Systems	Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events, as well; compare through historical examples the costs and benefits of economic decisions.	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
	Examine the roles that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.	Explain the roles of buyers and sellers in product, labor, and financial markets.
	Compare market economies to other economic systems in the Eastern Hemisphere.	Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.	Describe the role of competition in the determination of prices and wages in a market economy.

Social Studies Practices	6	7	8
	Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.	Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.	Examine the role of institutions such as corporations, non-profit organizations, and labor unions in a market.
	Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere	Explain the meaning of unemployment, inflation, income, and economic growth in the economy.	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
	Describe government decisions that affect economies in case studies from the Eastern Hemisphere.	Describe government decisions that affect economies in case studies from the Western Hemisphere.	Explain how government policies affect the economy.
Civic Participation	<p>Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint.</p> <p>Consider alternate views in discussion.</p>	<p>Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint.</p> <p>Consider alternate views in discussion with teacher support.</p>	<p>Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.</p>
	Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.	Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Social Studies Practices	6	7	8
	Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the roles of individuals and key groups in those political and social systems.	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.
	Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Western Hemisphere.	Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.	Identify, describe, and contrast the role of the individual in for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.
	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in negotiating and compromising in the resolution of differences and conflict.	Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.
	Identify situations with a global focus in which social actions are required and suggest actions.	Identify situations with a global focus in which social actions are required and suggest actions.	Identify situations in which social actions are required and determine an appropriate course of action.
	Describe the roles of people in power in the Eastern Hemisphere, both historically and currently. Identify ways that current figures can influence people’s rights and freedom.	Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people’s rights and freedom.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

Social Studies Practices	6	7	8
	Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.	Fulfill social and political responsibilities associated with citizenship in a democratic society.
	Develop an understanding of an interdependent global community by developing awareness of and/or engaging in the political process as it relates to a global context.	Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere	Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.

GRADES 6-8 READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Reading Standards for Informational Text

Key Ideas and Details

- 6-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 6-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 6-8.A.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading and Level of Text Complexity
- 6-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.
- 6-8.B Writing Standards, Text Types and Purposes
- 5-8.B.1 Write arguments focused on discipline-specific content.

- 6-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
- 6-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 6-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
- 6-8.B.1d Establish and maintain a formal style.
- 6-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.
- 6-8.B.2 Write informative/explanatory texts, including the narration of historical events.
- 6-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 6-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
- 6-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.B.2e Establish and maintain a formal style and objective tone. 5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 6-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- 6-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- 6-8.B.6 Conduct short research projects to answer a question (including a self-generated question), drawing exploration on several sources and generating additional related, focused questions that allow for multiple avenues of
- 6-8.B.7 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.B.8 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 6-8.B.9 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Comprehension and Collaboration

- 6-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 6-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 6-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and

style are appropriate to task, purpose, and audience. 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6-8.C. Note on Range and Content of Student Speaking and Listening:

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

GRADES 6-8 CATHOLIC CONNECTIONS

The concepts in the Catholic Connections within the Diocese of Lexington’s 6-8 Social Studies Curriculum are fundamental building blocks for one’s understanding of self and relationships. Teachers and parents are encouraged to read pertinent sections in the [Catechism of the Catholic Church](#) and the [Compendium of the Social Doctrine of the Church](#) for a greater appreciation of the significance of these simple yet fundamental concepts. It is also beneficial for teachers and parents to stay updated on the [United States Conference of Catholic Bishop's](#) positions on current events and application of [Catholic Social Teaching](#).

Saints (Catholic Heroes) Relevant to Grades 6-8 Social Studies Themes

Eastern Hemisphere	Western Hemisphere	United States
Theotokos Ignatius of Antioch Athanasius Basil the Great Gregory of Nazianzus Gregory of Nyssa John Chrysostom Justin Martyr Clement of Alexandria Catherine of Alexandria Charbel Anthony of Egypt Martyrs of China Paul Miki and Companions Francis Xavier Peter Kibe Andrew Dung Lac and Comp. Walter Cizek Nguyen Van Thuan	Our Lady of Lourdes Our Lady of Fatima Our Lady of Czestochowa Augustine of Hippo Leo the Great Gregory the Great Benedict Scholastica Martin of Tours Patrick Brigid Dominic Francis of Assisi Clare of Assisi Anthony of Padua Ignatius Bernard of Clairvaux Joan of Arc Rose of Lima Martin de Porres Catherine of Sienna Albert the Great Thomas Aquinas Hildegarde Teresa of Avila Theresa of Lisieux John Paul II Edith Stein Maximillian Kolbe Pier Giorgio Frassati John XXIII	Canonized St. Frances Xavier Cabrini St. Elizabeth Ann Seton St. John Neumann St. Rose Philippine Duchesne St. Katharine Drexel St. Théodore Guérin St. Damien de Veuster St. Marianne Cope St. Kateri Tekakwitha St. Junípero Serra Beatified Bl. Francis Xavier Seelos Bl. Teresa Demjanovich Bl. Stanley Rother Bl. Solanus Casey Venerable Ven. Cornelia Connelly Ven. Michael J. McGivney Ven. Henriette DeLille Ven. Nelson Baker Ven. Fulton J. Sheen Ven. Celestina Bottego Ven. Aloysius Schwartz Ven. Samuel Charles Mazzuchelli Ven. Maria Teresa Dudzik Ven. Pierre Toussaint Ven. Maria Kaupas Ven. Félix Varela

	<p>Padre Pio Gianna Molla</p>	<p><u>Ven. Frederic Baraga</u> <u>Ven. Mary Angeline Teresa McCrory</u> <u>Ven. Alphonse Gallegos</u> <u>Ven. Patrick Peyton</u></p> <p>Servant of God <u>Servant of God Vincent Robert Capodanno</u> <u>Servant of God Walter Cizek</u> <u>Servant of God Terence Cooke</u> <u>Servant of God Dorothy Day</u> <u>Servant of God Emil Kapaun</u> <u>Servant of God Mary Elizabeth Lange</u> <u>Servant of God Rose Hawthorne Lathrop</u> <u>Servant of God Augustine Tolton</u></p>
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GRADE 6 SOCIAL STUDIES CURRICULUM FRAMEWORK

In sixth grade, exploring a time span from pre-history into the present day, the focus is in the geography and history of the Eastern and Western Hemispheres, including the religious dimension in the development of cultures, civilizations, and empires. The Eastern Hemisphere includes Ancient Mesopotamia, Egypt, and Ancient Israel. China, Japan, India, Africa, and Russia are also included. Interactions between societies and the comparison of government and economics are also emphasized. Students will examine the Eastern Hemisphere today using geographic skills.

The goal in sixth grade is to search for ways to understand why change occurs and to question and evaluate the meaning of this change while integrating Catholic Identity through the changes in the Eastern Hemisphere.

Normal at this age is a growing awareness of others as other. Introduction to Catholic Anthropology is natural to this age and to this area of social studies. Students will more deeply understand what it means to be created in the image and likeness of God, to be ‘religious beings,’ to be social beings, to have reason and free will and to have a dignity that carries rights and responsibilities.

6.G: PRESENT DAY EASTERN HEMISPHERE GEOGRAPHY

Catholic Connections

Catholic Social Teaching Questions:

- Find on the map where Jesus walked on earth.
- Rome is in ‘the West’. Why is it not in the Middle East where Jesus walked? *St. Peter was the first pope and he died in Rome and so this is where his successor lived, etc.*
- Currently there are about 27 Catholic Rites. Most western Catholics belong to the Roman Rite. What are similarities and differences between eastern and western Catholic rites? *If you were to attend an Eastern Catholic Mass, it would look different in many places. The liturgies vary in ceremony and language, but Eastern Catholics believe in the same doctrine. It is said the Church breathes with two lungs – the western and eastern hemisphere.*

Inquiries

- What are the physical and cultural differences between North Africa and Southwest Asia?
- What effect did geography have on the population distribution in the Eastern Hemisphere?
- How do historical issues affect the current political climate in the Eastern Hemisphere?

6.G.1 The diversity of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

6.G.1a Maps can be used to represent the varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

- Students will use maps to identify and examine the varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.G.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, economic, or cultural features. Regions within the Eastern Hemisphere include:

- Middle East (North Africa and Southwest Asia) and Sub Saharan Africa
- Europe (West, North, South, Central, and Southeast)
- Russia and the Independent States (Russia, Caucasia, Central Asia, and the region of Belarus, Moldova, and Ukraine)
- East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)
- Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)

- South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)
- Oceania (Australia, New Zealand, the Pacific Island Nations)

- Students will describe the various regions of the Eastern Hemisphere.

6.G.1c

The physical environment influences human population distribution, land use, economic activities, and political connections.

- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.
- Students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.

6.G.1d

Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

- Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere.

6.G.2: THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE

Catholic Connections

Catholic Social Teaching Questions:

- Should Catholics take the creation story in Genesis literally? *Catechism of the Catholic Church* 282-289
- What do we mean by “Man is a Religious Being”? God gave man the ability to know His existence through reason. Since the beginning, cultures have created systems of worship and sacrifice. God made us to search for Him and a free will to choose Him. *Catechism of the Catholic Church* 27-35
- God made us the way He did on purpose. What does mankind have in common and why did God make us this way? *God gave us a desire for happiness to search for him, reason to know Him, free will to choose Him, a survival instinct to want to live forever, an interdependence and family to desire a relationship with him, etc.*
- The Ten Commandments are common and remind us of the natural law. They are the “minimum” of what is expected. Jesus gave us the beatitudes. How do Jesus’ ‘laws’ call us to go deeper? What does “beatitude mean”? What is the beatific vision?
- What does it mean that man was made in the image and likeness of God? *Catechism of the Catholic Church* 355-384

Inquiries

- How did the first civilized humans modify their environment?
- In what ways was the Neolithic Revolution a turning point in history?
- How is the work of archaeologists important to the study of early civilizations?

6.G.2 The first civilized humans modified their physical environment as well as adapted to their environment.

6.G.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.

- Students will describe how humans adapted to various environments.

6.G.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

- Students will analyze artifacts and describe the role of archaeologists in gathering evidence about a group of people.

6.G.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

- Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
- Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.
- Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and the Neolithic Age.

6.H.1

Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

- Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (CA. 3500 BC. - CA. 500 B.C.)

Catholic Connections

Catholic Social Teaching Questions:

- What do we mean when we say Catholics are fulfilled Jews? *Jesus fulfilled the law and the prophets. Even everything we do at Mass has Jewish origins Jesus fulfilled. The apostles and early Christians considered themselves to be Jewish until the Jewish religion said followers of Jesus as Messiah were no longer Jewish.*
- What is *Nostra Aetate*?
- The Catholic Church (especially as fulfilled Jews) has survived unchanged in every culture and political system. How can this be? *Truth, beauty and goodness are transcendent. Truth does not change. Similarly, Jesus promised the gates of Hell will never prevail against the Church.*
- God can bring good out of anything. If Joseph was not sold into slavery by his brothers what would have happened to the Egyptians at that time? What lesson can we learn from this?
- Leaders should work for the common good and respect the dignity of each person. History shows that judgments can be clouded by fear or desire for control or power. What are examples of choices that are clouded by fear or disordered desire?

Inquiries

- How did the isolation of Egypt uniquely affect its development in comparison to other river valley civilizations?
- What impact did geography have on the Tigris/Euphrates river valley civilization?
- What does archaeological evidence suggest about the life of the Indus valley civilization?
- What important role did the Yellow River play in the development of Chinese civilization?
- What are the shared cultural characteristics of each river valley civilization?
- How did each civilization modify or adapt to its environment?

6.C.1 Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

6.C.1a Humans living together in settlements developed shared customs, beliefs, ideas, and languages that give identity to the group.

- Students will identify the shared customs, beliefs, ideas, and languages that give a cultural identity to a particular group.

- 6.C.1b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, social hierarchy. People in Mesopotamia, the Yellow River Valley, the Indus River Valley, and the Nile River Valley developed complex societies and civilizations.
- Students will explore four river valley societies and civilizations (Mesopotamia’s Tigris & Euphrates river valleys, the Nile River Valley, the Indus River valley, and the Yellow River Valley), by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.
 - Students will examine the major events in the history of the Israelites and the role they played in shaping future civilizations.
- 6.C.1c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.
- Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.
- 6.C.1d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within society.
- Students will compare and contrast gender roles, access to wealth and power, and division of labor within the political social structures of the selected river valley societies and civilizations.
 - Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.
- 6.E.1 Compare the markets of River Valley Civilizations and Classical Empires between 3500 B.C. – 600 A.D.
- 6.E.2 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.
- 6.E.3 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 B.C. – 600 A.D.

COMPARATIVE WORLD RELIGIONS

(CA. 2000 B.C. — CA. 630 A.D.)

Catholic Connections

Catholic Social Teaching Questions:

- Man is a ‘religious being’. How is this evidenced in these times?
- Read *Nostra Aetate*. What are the main points to that document?
- What is ecumenical dialogue?
- What do Catholics believe about gender roles? *Complementary, different, but equal. See Catechism of the Catholic Church #2331-2336.*
- If there are so many religions, how do I know which one is true? *There are many proofs to know this, and you are encouraged to study them and pray about it.*
- People in all religions do bad things. What is an important distinction to make? *What people do may not be what that religion teaches. In history even popes have sinned, but the teachings of the Church have never changed. Some religions do have things that are incompatible with Jesus’ teaching, but it is important to not judge that religion by the choices of individuals. All religions should have some good and common ground on which to begin a healthy relationship.*
- Do Catholics believe they have the one true Church? *Yes. All religions have good in them, but the Catholic Church has the fullness of the faith.*
- Is Jesus just a myth? *No. He is real. No historian denies a man named Jesus made the extraordinary claims, performed deeds and that had so many die rather than say they did not witness the Resurrection. God became man at a specific time and place in history.*
- When was the word “Catholic” first used? *Before 100 AD by Ignatius of Antioch.*
- What were the first three centuries of Christianity like? What is the *Acts of the Martyrs*?
- There was great political turmoil over the Christological heresies. What is a Christological heresy and how did the Church ‘solve’ the turmoil. *Through ecumenical councils like Nicea.*

Inquiries

- What influences the religion and belief system of a group of people?
- How were belief systems in Eastern Hemisphere different and similar to each other?
- How do belief systems impact social order and gender roles?
- What were the events of Muhammad’s life and career?
- What is the religion of Islam as a monotheistic religion?
- When did Buddhism enter China?
- How did the Christian Faith get to Japan?
- What is the oldest religion in Japan?
- How did Buddhism come into Japan?
- What other religions are found in Japan?

- What are the main religions of India?
- What is the original Aryan religion of India?
- What is the origin of other aspects of the Hindu religion?
- Who was Siddhartha Gautama, or the Buddha?
- What were the teachings of Jainism in India?
- What is the religious history of Africa - the place of the Christian Faith in Africa and the effects of the spread of Islam in the continent?

6.H.2 Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

6.H.2a Civilizations and complex societies developed belief systems and religions that have similar, and well as different, characteristics.

- Students will compare and contrast belief systems and religions that developed in Eastern Hemisphere.

6.H.2b Belief systems and religions are based on sets of mutually held values.

- Students will study the belief systems of Judaism, Christianity, Islam, and Buddhism, by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts of each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)

6.H.2c Belief systems and religions are based on sets of mutually held values.

- Students will identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.

COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (CA. 600 B.C. — CA. 500 A.D.)

Catholic Connections

Catholic Social Teaching Questions:

- Jesus became man in a culture that thought (and many still think) vengeance is a virtue. His messages of loving enemies and “blessed are the peacemakers” were radical. People, we know, can disagree and still be at peace. What attitudes help and hinder peace? *See Catechism of the Catholic Church 1716, 1909, 1938, 1941, 2015, 2315, 2317, 2442.*
- Is it okay to disagree with others? *Yes, but one must always be kind and respectful.*
- What did Jesus mean when He said “Do you think I came to bring peace on earth? No, I tell you, but division”? *Taken in context, He was preparing that many would not like Him or His teaching. In some matters, it is better to stand by what is right than to avoid conflict. Look at all the martyrs that would rather die than deny Jesus or sin.*
- Catholic Social Teaching puts Jesus’ teaching into modern words. Compare/contrast Catholic Social Teaching beliefs against other religions. Do all religions believe that every person has dignity? That we should work for peace? That we should love our enemies?

Inquiries

- How do geographic factors influence the development of civilizations?
- How do political structures benefit the people of a society?
- Why would peace, prosperity, and cultural achievements be indicators of a golden age?

6.C.2 As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

6.C.2a Geographic factors influence the development of classical civilizations and their political structures.

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.C.2b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.

- Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.H.2c

A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

- Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations experienced a golden age.
- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

GRADE 7 SOCIAL STUDIES CURRICULUM FRAMEWORK

THE WESTERN HEMISPHERE

Grade 7 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.

Saints (Catholic Heroes) Relevant to Grade 7 Social Studies Themes

Our Lady of Lourdes Our Lady of Fatima Our Lady of Czestochowa Augustine of Hippo Leo the Great Gregory the Great Benedict Scholastica Martin of Tours Clotilda Gregory of Tours Patrick Columba Bede Augustine of Canterbury Boniface Ansgar Olaf Cyril and Methodius Stephen the Great Vladimir and Olga Bernard Patrick	Brigid Dominic Francis of Assisi Clare of Assisi Anthony of Padua Ignatius Bernard of Clairvaux Joan of Arc Rose of Lima Martin de Porres Catherine of Sienna Albert the Great Thomas Aquinas Hildegarde Teresa of Avila Theresa of Lisieux John Paul II Edith Stein Maximillian Kolbe Pier Giorgio Frassati John XXIII Padre Pio Gianna Molla John Paul II (the Great)
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7.G.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

Catholic Connections	
Catholic Social Teaching Questions:	<ul style="list-style-type: none"> • Early archeology shows us that early mankind lived to gather in groups and had religion involving worship and sacrifice. What does this tell us about God? God created man as a social because He is ultimately calling us to be in relationship with Him. He also created us with the ability to know Him by reason alone, a desire to be happy to search for Him and free will to choose Him. <i>See Catechism of the Catholic Church 27, 357,1057,1704,2467.</i> • Why is sacrifice part of most religions? Sacrifice has the instinct of giving up something of one’s own out of reverence for the other. As it comes naturally in loving relationships, so it does when man “realizes’ the greatness of God. Jesus came to sacrifice once and for all to call us to communion with Him. <i>See Catechism of the Catholic Church 602-609.</i> • What is meant by “the universal destination of goods”? Does this mean I can take whatever I want when I want? Why or why not? <i>Catechism of the Catholic Church 2402-2406.</i> • How does virtue (generosity) and vice (greed) affect history? How does it affect personal lives?

Inquiries	
	<ul style="list-style-type: none"> • How does the environment (physical, social, cultural, political) affect the migration of people? • How are people dependent on their environment? • How do the beliefs and culture of people affect how they govern themselves?

- 7.G.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.
- Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.
- 7.G.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.
- 7.G.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

- Students will examine maps that show the variety of different Native American* groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.
- Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.

7.C.1 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Through Catholic Anthropology, what do we learn about how and why God made man as He did? <i>We see that mankind is religious, social, interdependent, with a free will and an instinct to live and to do good and avoid evil. This demonstrates that He created us to search for Him and ultimately live in relationship with Him for eternity. See Catechism of the Catholic Church 360.</i> • Who are the North American Martyrs and how did they approach introducing people to Jesus? <i>By learning and integrating themselves into the culture in all ways but sin.</i> • What are the national contributions of Martin of Tours, Clotilda, Gregory of Tours, Patrick, Columba, Bede, Augustine of Canterbury, Boniface, Ansgar, Olaf, Cyril and Methodius, Stephen the Great, Vladimir and Olga, Bernard, Patrick, Brigid, etc.?

Inquiries
<ul style="list-style-type: none"> • How do ancient civilizations contribute to modern day society? • What characteristics of a leader influence the success or demise of a society? • Why is it necessary to adapt to or modify the environment to ensure survival?

- 7.C.1a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.
- Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.
 - Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.
- 7.C.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
- Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.
- 7.C.1c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

- Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.

7.G.2 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Does the fact that we now have a prosperous America justify slavery and the mistreatment of Native Americans? A key point in morality is that we believe the end does not justify the means. One may never do evil that good may come of it. <i>See Catechism of the Catholic Church 1789.</i> • Are people involved in bad things like the slave trade going to hell? <i>Only God can judge another’s conscience (Catechism of the Catholic Church 1776-1802). We can say such actions are in contradiction to the natural and moral law and are wrong (Catechism of the Catholic Church 1749-1756).</i> • What can we learn from Henriette DeLille, Peter Claver, Pierre Toussaint, Augustus Tolton, and Josephine Bakhita, Katharine Drexel and Kateri Tekakwitha? What is utilitarianism and how do we see people being treated as objects then and now?

Inquiries
<ul style="list-style-type: none"> • How have individuals, events, and decisions influenced society throughout history? • Why did areas colonized by various European groups differ? • How did cultural diffusion impact the lives of people already living in the Western Hemisphere and those who arrived from Europe?

7.G.2a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

- Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions

7.G.2b Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will examine how Native Americans viewed the newcomers.
- Students will examine European interactions with Native Americans, using these examples:
 - Conquests by Cortez and Pizarro and the resulting demographic change
 - French in Canada and the fur trade

- 7.G.2c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.
- Students will map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.
 - Students will examine the effect of diseases introduced to the Western Hemisphere.
- 7.H.1d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.
- Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.
 - Students will examine the conditions experienced by enslaved Africans during the Middle Passage.

7.G.3 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What is Molokai and who are Father Damien and Marianne Cope? • Locate the territory of the following Catholic heroes: Isaac Jogues, Frances Cabrini, Elizabeth Ann Seton, John Neumann, Rose Philippine Duschene, Katherine Drexel, Theodore Guerin, Junipero Serra, Frances Xavier Seelos, Stanley Rother, Solanus Casey, Pierre Toussaint, Michael Joseph McGivney, and the many other venerable and servants of God from the west.

Inquiries
<ul style="list-style-type: none"> • How do physical characteristics define regions and their boundaries? • What are the similarities and differences within and across regions? • How does the physical environment impact where and how people live and work?

- 7.G.3a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
- 7.G.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:
- North America (Canada and the United States)
 - Mesoamerica (Mexico and Central America)
 - Caribbean
 - South America
- 7.G.3c The physical environment influences human population distribution, land use, and other forms of economic activity.
- Students will map the regions within the Western Hemisphere and locate major physical features within each region.
 - Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.
 - Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

7.H.2 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What are the many focuses of the Catholic Charities organization – internationally and in Kentucky? • What was the effect of Our Lady of Guadalupe on culture? • Pope Frances was the first pope from the Americas. Where did he live and what are aspects of his culture growing up?

Inquiries
<ul style="list-style-type: none"> • How have various cultural groups contributed to society? • How do countries work together to solve a common problem or need? • How might the collaboration of various countries on similar issues impact the lives of the people?

- 7.H.2a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.
- Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.
 - Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.
- 7.H.2b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.
- Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.

7.C.2 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Political systems in Latin America have been volatile. Discuss why volatile governments think Catholicism is a threat needing severe punishment. • What is the story behind “Viva Christo Rey”? Who is Jose Sanchez de Rio? • Who is Oscar Romero? Stanley Rother? Miguel Pro? • The Church has not stated preference for a particular political system, but recommends criteria for judgment. According to the <i>Catechism of the Catholic Church</i> 2425, which political systems does the Church reject and why? Do these systems exist in the Americas today and if so, where? • There is a saying: “the road to Hell is paved with good intentions”. Can good intentions make a wrong action morally acceptable? See <i>Catechism of the Catholic Church</i> 1749-1756. • The Catholic Church believes that the end does not justify the means. Many in political power think it is acceptable to do evil if good comes of it, that the end DOES justify the means. What are the ramifications of both philosophies? <i>Catechism of the Catholic Church</i> 1756,1789

Inquiries
<ul style="list-style-type: none"> • How do key values, beliefs, and principles influence government? • How do minorities seek equality? • How do different organizations work to promote cooperation, peace, and cultural understanding?

7.C.2a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

- Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.
- Students will examine the foundational documents of the United States government for evidence of the country’s beliefs, values, and principles.
- Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.

7.C.2b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

- Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.

7.C.2c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

- Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

7.C.2d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

- Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.

7.E.1 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.

Catholic Connections	
Catholic Social Teaching Questions:	<ul style="list-style-type: none"> • What are some of the economic principles the Church suggests in the <i>Catechism of the Catholic Church</i> 2422-2449? • The Catholic Church has spoken against the effects of industrialization. Although not as prevalent, types of ‘sweatshops’ still exist. Large American companies produce products in poor countries. What can a normal American do to address the concern of poor working conditions of big industries? <i>See Catechism of the Catholic Church</i> 1783-1785, 1868-69, 1913-1917. • South America is largely a third world country while the United States is first world. What problems do families have in South America compared to families in the United States? How can we act in solidarity’ with our brothers and sisters in South America? <i>Practicing gratitude, prioritizing worries, not wasting food, clothing, money, being good stewards of home and environment, etc.</i> • What does “preferential option for the poor” mean? <i>See Catechism of the Catholic Church</i> 2433.

Inquiries	
	<ul style="list-style-type: none"> • How does the environment affect economic decisions? • How do availability of resources and issues of supply and demand affect relationships and decisions? • How are wants and needs of individuals and groups met through local, national, and global sources?

7.E.1a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

- Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.

7.E.1b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

- Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.

- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).

7.E.1c

Countries trade with other countries to meet economic needs and wants. They are interdependent.

- Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.
- Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.

GRADE 8 SOCIAL STUDIES CURRICULUM FRAMEWORK

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum. Students will learn how to access statements of Catholic primary resources for clarification of principles and applications to politics and daily life.

Saints (Catholic Heroes) Relevant to Grade 8 Social Studies Themes

<p>Names below have changes and additions yearly; check USCCB for updates.</p> <p>United States Canonized St. Frances Xavier Cabrini St. Elizabeth Ann Seton St. John Neumann St. Rose Philippine Duchesne St. Katharine Drexel St. Théodore Guérin St. Damien de Veuster St. Marianne Cope St. Kateri Tekakwitha St. Junípero Serra</p> <p>Beatified Bl. Francis Xavier Seelos Bl. Teresa Demjanovich Bl. Stanley Rother Bl. Solanus Casey</p>	<p>Venerable Ven. Cornelia Connelly Ven. Michael J. McGivney Ven. Henriette DeLille Ven. Nelson Baker Ven. Fulton J. Sheen Ven. Celestina Bottego Ven. Aloysius Schwartz Ven. Samuel Charles Mazzuchelli Ven. Maria Teresa Dudzik Ven. Pierre Toussaint Ven. Maria Kaupas Ven. Félix Varela Ven. Frederic Baraga Ven. Mary Angeline Teresa McCrory Ven. Alphonse Gallegos Ven. Patrick Peyton</p> <p>Servant of God Servant of God Vincent Robert Capodanno Servant of God Walter Ciszek Servant of God Terence Cooke Servant of God Dorothy Day Servant of God Emil Kapaun Servant of God Mary Elizabeth Lange Servant of God Rose Hawthorne Lathrop Servant of God Augustine Tolton</p>
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Catholic Connections

Catholic Social Teaching Questions:

- Why are primary resources important? What are Catholic Primary Resources?
- What issues in society has the Church addressed this year (see www.vatican.va, www.usccb.org)?
- We study history so we don't repeat errors, yet history continually repeats itself. What errors existed in these times and are there similarities today in different circumstances?

Inquiries – Teacher determined

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8.G.1 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

8.G.1a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as, but not limited to, Champlain, Hudson, and Verrazano.

8.G.1b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.

- Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.
- Native American societies declined in population and lost land to the Europeans.
- Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

8.G.1c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the social, and political characteristics of each colonial region.

8.G.1d Over the course of the 17th and 18th centuries, slavery grew in the colonies.

- Students will describe the conditions of the Middle Passage.
- Students will explain why and where slavery grew over time in the United States
- Students will examine the living conditions of slaves
- Students will distinguish between indentured servitude and slavery.

8.H.1 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain.

8.H.1a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will locate battles fought between France and Great Britain during the 17th and 18th centuries,
- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.
- Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

8.H.1b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will compare the proportions of loyalists and patriots in different colonies.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

8.H.1 Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

8.H.1d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

8.E.1 Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will examine the economic characteristics of each colonial region.
- Describe why the government collects taxes and what goods and services it provided colonial society.
- Explain how the US developed into a market economy.
- Explain how specialization and competition influence the production and exchange of goods and services in an interdependent colonial economy.

8.C.1 **HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.**

8.C.1a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states but allowed states to maintain a large degree of sovereignty.

8.C.1b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the

result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

8.C.1c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- Students will examine balance of power between the federal and state governments, the power of government, and the rights of individuals.
- Students will examine how key issues were resolved during the Constitutional Convention, including:
 - state representation in Congress (Great Compromise or bicameral legislature)
 - the balance of power between the federal and state governments (establishment of the system of federalism)
 - the prevention of parts of government becoming too powerful (the establishment of the three branches)
 - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)
- Students will examine the role of Alexander Hamilton and John Jay as leading advocates for the new Constitution.

8.C.2 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes, as is evident in the Amendments.

8.C.2a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

8.C.2b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law.

- Students will identify the individual rights of citizens that are protected by the Bill of Rights.

8.C.2c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways

- Students will examine the process for amending the constitution.

8.C.2d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution.
- Students will examine the Monroe Doctrine and its effects on foreign policy

8.H.2 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

Catholic Connections	
Catholic Social Teaching Questions:	<ul style="list-style-type: none"> • During this time period, many prejudices existed – against Native Americans, African Americans, immigrants and Catholics. What is the Know-nothing party? • John and Charles Carroll are not saints, but why are they significant in US Catholicism? • Anti-Catholicism still exists in pockets today. What kinds of things do people not understand about the Church? What is the Blaine Amendment? • In early US History, many believed one could not be American if they were a “papist”/ had the pope as a leader. Explain how one can be an American and still be a faithful Catholic. • Ideologies of discrimination are learned. How were ideologies in early America formed? How is technology affecting your ideology? • What is “formation of conscience? How are you forming your conscience? See <i>Catechism of the Catholic Church 1776-1802</i>.

Inquiries	
	<ul style="list-style-type: none"> • What were reasons that the American System promoted westward movement? • How did the spread of cotton and slavery affect westward movement? • How did the Texas Revolution and the Mexican War increase westward movement?

8.H.2a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

8.H.2b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

- Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

8.H.2c Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.

- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways westward movement affected the lives of women and African Americans.
- Students will examine the policies of United States toward Native Americans at this time, and its efforts to take tribal lands, and exercise jurisdiction over those.

8.H.3 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none">• <i>Rerum Novarum</i> sparked an international reform movement. It also helped people view Catholics a little more favorably. What is this document, when and why was it published?• Research some Catholic heroes of this time period: Elizabeth Ann Seton, Pierre Toussaint, Michael Joseph McGivney, Henriette deLille, Theodore Guerin, John Neumann, Rose Phillipine Duchesne,• What are the principles found in Catholic Social Teaching?• Can poor work conditions exist today and what would cause them? What principles from Catholic Social Teaching can keep this from happening?• Who is Dorothy Day and what is the Catholic Workers Movement?• Fulton Sheen helped dispel anti-Catholic sentiment. How?• Discuss ways media forms your way of thinking without even realizing it.

Inquiries
<ul style="list-style-type: none">• What were ways slaves resisted their conditions?• What were the working conditions in the factories?• How did women acquire more rights in the mid-1800s?

8.H.3a Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery.
- Students will investigate Kentucky and its role in the abolition movement, including the locations of Underground Railroad stations.

8.H.3b Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.

- Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

8.H.4 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states’ rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What criteria does the Church suggest when deciding to go to war? See <i>Catechism of the Catholic Church</i> 2243, 2308-2310. • What causes prejudice of any kind and how can CST help prevent unjust discrimination? • Many saints experienced ill treatment. What do we learn from how they reacted? See Martin dePorres, Henriette deLille, Josephine Bahkita, Pierre Toussaint, Augustus Tolton. • What is technology’s effect on today’s culture and how we view others? Is Catholic Social Teaching promoted by today’s media? • People often find and fight for a cause they see as important. What ‘causes’ has the United States Conference of Catholic Bishops asked us to be involved in? www.usccb.org

Inquiries
<ul style="list-style-type: none"> • What issues led to the start of the Civil War? • Is war ever justifiable? • What was the purpose of the Emancipation Proclamation? • What were the responses after the war in the North and the South?

8.E.2a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states’ rights advocates and supporters of a strong federal government.

- Students will examine regional economic differences as they related to industrialization.

8.H.4b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

- Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- Students will examine growing sectional tensions, including the decision in *Dred Scott v. Sanford* (1857) and the founding of the Republican Party.

- 8.H.4c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.
- Students will examine both long- and short-term causes of the Civil War.
 - Students will identify which states seceded to form the Confederate States of America and will explore
 - Students will examine the role of Kentucky in the Civil War, including its contributions to the war effort and the controversy over the draft.
- 8.H.4d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.
- Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
 - Students will examine the goals and content of Lincoln's Emancipation Proclamation.
 - Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.
 - Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.
- 8.G.4e Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.
- 8.H.4f The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.
- Students will examine the roles of women, civilians, and free African Americans during the Civil War.
 - Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on Kentucky and Georgia.
 - Students will explain how events of the Civil War led to the establishment of federal supremacy.

8.C.3 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The Dred Scott case illustrates how a majority opinion can be legal but morally wrong. Are there other situations today that are similar (e.g. Roe v. Wade, Blaine Amendment)? • What is the USCCB? What does it say on racism? http://www.usccb.org/issues-and-action/human-life-and-dignity/racism/index.cfm • Catholic Social Teaching believes in tolerance and non-discrimination, but can one be too tolerant? <i>Yes. See Catechism of the Catholic Church 2264-65.</i> • Catholic Social Teaching follows principles readily accepted by non-Catholics. Read Martin Luther King’s Letter from the Birmingham Jail and trace Catholic Social Teaching principles in it.

Inquiries
<ul style="list-style-type: none"> • How did the government structure create challenges for Reconstruction? • To what extent are the challenges of Reconstruction still present in our society? • Did federal Reconstruction initiatives infringe on states' rights?

- 8.C.3a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.
- Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction.
- 8.C.3b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.
- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
 - Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success.
 - Students will examine the effects of the sharecropping system on African Americans.
 - Students will examine the reasons for the migration of African Americans to the North.
 - Students will examine the rise of African Americans in government.
- 8.C.3c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the Plessy v. Ferguson ruling.

HIGH SCHOOL SOCIAL STUDIES PRACTICES

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific period civilizations favors one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).

5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.

6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

GRADES 9-10 READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES (RRH)

Key Ideas and Details

- RRH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources including Scripture and other Catholic documents, attending to such features as the date and origin of the information.
- RRH.9-10.2 Determine the central ideas or information of a primary or secondary source including Church documents; provide an accurate summary of how key events or ideas develop over the course of the text.
- RRH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- RRH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- RRH.9-10.5 Analyze how a text, including Scripture, uses structure to emphasize key points or advance an explanation or analysis.
- RRH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (e.g. the Gospels).

Integration of Knowledge and Ideas

- RRH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RRH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RRH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

RRH.9-10.10 By the end of grade 10, read and comprehend religion, history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

GRADES 9-10 WRITING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WRHST)

Text Types and Purposes

- WRHST.9-10.1 Write arguments focused on discipline-specific content.
- WRHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WRHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- WRHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WRHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WRHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WRHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WRHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WRHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- WRHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- WRHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- WRHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WRHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- WRHST.9-10.3 (See note; not applicable as a separate requirement)

GRADES 11-12 READING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES (RRH)

Key Ideas and Details

- RRH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RRH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RRH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- RRH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RRH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RRH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- RRH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RRH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RRH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RRH.11-12.10 By the end of grade 12, read and comprehend religion, history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

GRADES 11-12 WRITING STANDARDS FOR LITERACY IN RELIGION, HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WRHST)

Text Types and Purposes

- WRHST.11-12.1 Write arguments focused on discipline-specific content.
- WRHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WRHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- WRHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WRHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WRHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WRHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WRHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WRHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- WRHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WRHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WRHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WRHST.11-12. 3 (See note; not applicable as a separate requirement)

HIGH SCHOOL CATHOLIC IDENTITY

SCRIPTURE AND SOCIAL STUDIES STRANDS

NEW AMERICAN BIBLE (REVISED EDITION) (NABRE)

Government/Citizenship

A wise magistrate gives stability to his people, and government by the intelligent is well ordered. Ben Sira 10:1

For Kingship belongs to the Lord, the ruler over the nations. Psalm 22:29

If a kingdom is divided against itself, that kingdom cannot stand. Mark 3:24

History

*What we have heard and know;
things our ancestors have recounted to us.
We do not keep them from our children;
we recount them to the next generation,
The praiseworthy deeds of the LORD and his strength,
the wonders that he performed.* Psalm 78:3-4

Geography

He made from one the whole human race to dwell on the entire surface of the earth, and he fixed the ordered seasons and the boundaries of their regions, so that people might seek God, even perhaps grope for him and find him, though indeed he is not far from any one of us. Acts 17:26-27

It is I who made the earth and created mankind upon it. Isaiah 45:12

Economics

Let your life be free from love of money but be content with what you have, for he has said, "I will never forsake you or abandon you." Hebrews 13:5

Those who build their houses with someone else's money are like those who collect stones for their funeral mounds. Ben Sira 21:8

Then Jesus said to them, "Give back to Caesar what is Caesar's and to God what is God's." [Mark 12:17](#), [Luke 20:24-25](#), [Matthew 22:15-22](#)

SAINTS (CATHOLIC HEROES)

Civics

- Diplomatic services: Gabriel the Archangel
- Governors: Ferdinand III of Castile
- Kings: Casimir of Poland, Dagobert II, Edwin, Henry II, Louis IX, Olaf II
- Political prisoners: Maximilian Kolbe
- Politicians, statesmen, lawyers, civil servants, court clerks: Thomas More
- Public relations: Bernardino of Siena
- Rulers: Ferdinand III of Castile

History

- Human race, people: Mary, Mother of God
- Immigrants: Frances Xavier Cabrini
- Missionaries: Francis Xavier, Therese of Lisieux
- Prisoners, imprisonment, captives, imprisoned people: Adelaide, Barbara, Dismas, Ferdinand III of Castile, Joan of Arc, Joseph Cafasso, Leonard of Noblac, Mark the Evangelist, Nicholas of Myra, Vincent de Paul
- Scribes: Catherine of Alexandria
- Historians: Venerable Bede
- War victims, civilian: Mary, Queen of Peace

Geography

- Africa: Moses the Black
- Americas: The Virgin Mary, mother of Jesus (as Our Lady of Guadalupe), Saint Rose of Lima
- Archdiocese of Louisville, Kentucky, Joseph
- Asia: The Blessed Virgin Mary (Our Lady of All Nations), Joseph, Francis Xavier
- Ecologists, environmentalists: Thomasites, Kateri
- Europe: Benedict of Nursia, Saints Cyril and Methodius, Bridget of Sweden, Catherine of Siena, Edith Stein (Teresa Benedicta of the Cross)
- Kentucky: Mary, Mother of God
- Oceania: Peter Chanel
- Rural communities: Isidore the Farmer
- United States of America: Immaculate Conception of Mary

Economics

- Accountants: Matthew
- Laborers: Isidore the Farmer, James the Greater
- Merchants: Francis of Assisi, Nicholas of Myra, Homobonus

HIGH SCHOOL STANDARDS

HIGH SCHOOL: WORLD HISTORY AND GEOGRAPHY (HG)

World History and Geography begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power and the role of belief systems. The course then provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict technology and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

Students will be aware of primary resources for Church teaching to include The Compendium of the Social Doctrine of the Church, the Catechism of the Catholic Church and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church's Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

Saints (Catholic Heroes) Relevant to High School Social Studies Themes

Early Church Saints	Middle Ages Saints	Reform Saints
Ignatius of Antioch Ambrose Anthony Athanasius Augustine Monica Patrick Justin Martyr Cecilia Catherine of Alexandria Helen Perpetua, Felicity Barbara Lawrence Benedict Leo the Great Gregory the Great	Francis Clare Dominic Catherin of Siena Joan of Arc Thomas Becket Albert the Great Thomas Aquinas Fra Angelico Anthony of Padua	St. Catherine of Genoa St. Thomas More St. Ignatius of Loyola St. Francis Xavier St. Philip Neri St. Charles Borromeo St. Pius V St. Teresa of Avila St. John of the Cross St. Francis de Sales
Modern Catholic Women	Modern Catholic Men	Recent Young Saints
Edith Stein Gianna Molla Mother Teresa Hildegard Burjan Maria Corsini Quattrocchi Dorothy Day Katharine Drexel Faustina Kowalska Josephine Bakhita Bernadette Soubirous	Padre Pio John XXIII John Paul the Great Maximilian Kolbe Thomas More Oscar Romero Giuseppe Moscati Damien of Molokai	Chiara Bodano José Sánchez del Río Pier Giorgio Frassati Laura Vicuña Maria Goretti Jacinta and Francisco Marto Therese of Lisieux

THE FIRST CIVILIZATIONS

(CA. 10,000 B.C. – CA. 630 B.C.)

HS.HG.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.

Catholic Connections

Catholic Social Teaching Questions:

- Do Catholics believe we must take the creation story as presented in Genesis literally? *See Catechism of the Catholic Church 2282-89.*
- What do we mean when we say man is a religious being? *See Catechism of the Catholic Church 27-30.*
- Can man know that God exists by reason alone? *See Catechism of the Catholic Church 32-34.*
- What is the natural law? *See Catechism of the Catholic Church 1954-1959.*
- Why did God make man a religious, social and moral being, with a sense of the natural law, a desire for happiness, a survival instinct and a need of interdependence? *All lead to communion with Him. See Catechism of the Catholic Church 1, 27-30.*
- Man's dignity rests in that he is created and loved by God – not in his usefulness. How can society abuse this fundamental principle?
- What does it mean that man is made in the image of God? *See Catechism of the Catholic Church 356-361, 1701-1715.*

Inquiries – Teacher determined

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HS.HG.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles

- Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

HS.HG.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

- HS.HG.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy and they made unique contributions.
- Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

HS.HG.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief system influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Belief systems affect one’s world view. The Catholic World View puts on the mind Christ, our “God”gles. Can you explain the Catholic World View of the human person? Of love? Of death? Of suffering? Of science? Of politics? Time? • What is <i>Nostra Aetate</i>? Summarize <i>Nostra Aetate</i>’s main points. • In ecumenical dialogue, what would be practices that are helpful and not helpful? Should you compromise your belief in the name of peace? • How can it be said that Catholics are fulfilled Jews? • Why is the pope located in Rome? (St. Peter died there) • How, when and why was the canon of the Bible established?

Inquiries – Teacher determined
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HS.HG.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

- Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

HS.HG.2b Belief systems were often used to unify groups of people and affected social order and gender roles.

- Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.

CLASSICAL SOCIETIES (600 B.C. – CA. 900 A.D.)

HS.HG.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.

Catholic Connections

Catholic Social Teaching Questions:

- What aspects of the Hellenistic culture influenced Judaism/Christianity?
- Why is philosophy so important in Catholic tradition and a requirement in the training of all priests? (*Fides et Ratio* and *Veritatis Splendor*)
- Who is Saint Justin (Martyr)? How is his approach at conflict resolution applicable today? Reading him, how has the Mass changed in 2000 years? See *Catechism of the Catholic Church 1345*.
- Describe the first few centuries (33-313 AD) of Catholicism. What is “The acts of the martyrs”?
- How did the following people influence the world today: St. Paul, Ignatius of Antioch, Polycarp, Ambrose, Augustine, Anthony of Egypt, Leo the Great? Why are these early martyrs so popular even today? Sebastian, Lawrence, Agnes, Cecilia, Lucy, Anastasia, Perpetua, Felicity?
- Some say Constantine founded Christianity in 325. Why would they say this and how do we know it is not so? See *Catechism of the Catholic Church 763-766; 830*.
- Who are the Apostolic Fathers and Fathers of the Church and how did they affect culture and politics?
- When Christianity was made the official religion of the empire (313AD), would you say this helped or hurt the Church and why?
- Why is it said that Pope Leo the Great saved Rome from the Huns?
- When Christianity was legalized and martyrdom ceased as a way of life, monasticism appeared. What was monasticism then and now? Are there monasteries in Kentucky?
- What is the influence of Benedict, Scholastica, and Gregory the Great?
- What is Gnosticism then and now? What is Pelegianism then and now? (*Placuit Deo*).
- The first several centuries saw eastern/western political divisions according to adherence the heresy of the day. What was the governmental and geographical effect of Church conclusions to heretical movements – for example, Arianism.
- Why was Rome chosen as the seat of Peter and not Constantinople?
- How can it be said persecution of the Church (beginning with Stephen) caused its quick spread through the nations?

Inquiries

- Fall of the Roman Empire:
 - What made the Roman conquers an empire?

- Why did the Roman Empire fall?
- Was the Roman Empire's fall an abrupt change?
- To what extent did the Roman Empire transform?
- China:
 - How did Shi Huangdi unify China politically?
 - How did Shi Huangdi's reforms standardize society?
 - To what extent did Shi Huangdi's treatment of opponents diminish his success?

HS.HG.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions.

- Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region.
- Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.

HS.HG.3b Empires used belief systems, systems of law, forms government, military forces, and social hierarchies to consolidate and expand power.

- Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.

HS.HG.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.

- Examine Greece, Gupta, Han Dynasty, Maya, and Rome
- Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.

HS.HG.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.

- Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

AN AGE OF EXPANDING CONNECTIONS

(CA. 500 B.C.- CA. 1500 A.D.)

HS.HG.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged, and/or expanded. These networks of exchange influenced the economic and political development of states and empires.

Catholic Connections

Catholic Social Teaching Questions:

- What is an ecumenical council vs. a plenary council? When was the first Council? *See Acts 15.*
- How was the Church a “light in the dark ages”? What was the significance of monasticism for society?
- What is *Nostrae Aetate* and what are main points?
- Islam has a different anthropology and understanding of virtue than Christianity. How can Catholics enter into true dialogue and peaceful coexistence – then and now? *See Catechism of the Catholic Church 841, Nostrae Aetate*
- In history, Catholics, including popes, have done good things and bad things. How it is the truths of the Church have survived every conflict and scandal? *See Catechism of the Catholic Church 823-826.*
- The Catholic Church has about 27 different Rites, many of which are Eastern. What does this mean? What does this look like today? *See Catechism of the Catholic Church 1200-1209.*
- How and why are icons made? What was the Iconoclast Movement?

Inquiries

- What was the “Silk Road”?
- Why was silk so important?
- What, besides silk and other goods, was shared on the Silk Road?
- What else could this trade network be called?

HS.HG.4a Afro-Eurasian transregional trade networks grew across land and bodies of water. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.

HS.HG.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.

- Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.

HS.HG.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources and brought them enslaved people and ideas that led to cultural diffusion.

- Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.
- Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.
- Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.

HS.HG.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.

- Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

HS.HG.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Period of relative stability allowed for significant, cultural, technological, and scientific innovations.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What is the significance of the beginning of the Dominican and Franciscans to the Church and society? • Some Catholic saints are given national significance. What is the national significance of Clotilda? Gregory of Tours? Patrick? Columba? Bede? Augustine of Canterbury? Boniface? Ansgar? Olaf? Cyril and Methodius? Stephen the Great? Vladimir and Olga? Bernard? • What does “catholic” mean? <i>See Catechism of the Catholic Church 830-32.</i> • At different times for different reasons prelates in the Church also held political positions. The Church stopped this practice. Was this a good decision? Why? • How was the Church able to survive when there was widespread internal corruption? <i>See Catechism of the Catholic Church 889-91, 2051, 2298.</i> • Who is Albert the Great and what did he do for science? • Thomas Aquinas demonstrated how the faith is reasonable by combining science and religion. What did this look like? <i>See his Summa Theologica.</i> • Compare and contrast the Catholic Social teaching against the view of other religions. • What is <i>Fides et Ratio</i>? Can the faith and reason/science ever contradict each other? <i>No.</i>

Inquiries – Teacher determined
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HS.HG.5a Following the fall of the Roman Empire, divergent societies emerged in Europe

- Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages.
- Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.

HS.HG.5b Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions.

- Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced.

- Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.

HS.HG.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion.

- Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.
- Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).
- Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.
- Students will study the role of western monasticism on preservation of education and culture.

HS.HG.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.

Catholic Connections

Catholic Social Teaching Questions:

- What is the difference between the Orthodox Church and Eastern Rite Catholics?
- What was the Filioque controversy?
- The Church has made many efforts in this century to heal the wounds of the schism of 1054. What are some of the steps toward reconciliation and how successful were they?
- What is *Ut Unum Sint*? What did John Paul II mean in it when he said “The Church must breathe with two lungs”?
- What is ecumenical dialogue and what are some of its essential elements?
- For centuries members of the clergy could hold political office and power which sometimes lead to corruption. What is the Church’s current position of clergy holding political power? *See The Directory on the Ministry and Life of Priests, issued by the Congregation for the Clergy and USCCB web-site.*
- Catherine of Siena supported Urban and Vincent Ferrer supported Clement during the Avignon papacy. One was wrong but both are great saints. What lesson does this have for us on what holiness is? *See Catechism of the Catholic Church 828.*
- Catherine of Siena is known for many things including writing letters correcting the pope while still maintaining reverence. What lessons can we learn from her?
- Martin Luther’s 95 Thesis highlighted real abuses of the time. But Luther also fought some fundamentals of the faith. Did the Church make an effort to correct the abuses? What is the Council of Trent?
- How did the following affect history: Ignatius of Loyala, Teresa of Avila, Charles Borromeo, Thomas More, St. Philip Neri, Edmund Campion?
- Traditions with a capital “T” cannot be changed. Traditions with a little “t” can be changed. *See Catechism of the Catholic Church 888-892.* How is this illustrated after the Protestant Reformation?

Inquiries – Teacher determined

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HS.HG.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders

- Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.
- Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.

- Students will examine the development of Sikhism in South Asia during this time period.
- HS.HG.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.
- Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.
 - Students will evaluate the effects of the Black Death on these regions.

GLOBAL INTERACTIONS (CA. 1400–1750)

HS.HG.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key enters of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.

Catholic Connections

Catholic Social Teaching Questions:

- To what does Papal infallibility apply and how often is it used? *See Catechism of the Catholic Church 889, 890, 891, 2051.*
- Can popes sin? *Yes. But this does not affect the teachings of the Church Herself.*
- What is the Church’s view of scientific progress? *See Catechism of the Catholic Church 159, 2293.*
- What is the significance of Our Lady of Victory and the rosary with the Battle of LePonte?
- Why did Thomas Aquinas write *Summa Contra Gentiles*?
- What did John Paul II mean when he said Islam is not a religion of redemption? How does Christianity differ? Where can we find common ground? *See Catechism of the Catholic Church 840-842.*
- Catholics have done very bad things in the name of the Church, during crusades, Inquisition, feudal times, etc. How does this not prove the Church is not from Jesus?

Inquiries

- How was Suleiman characterized during his reign?
- How did Suleiman expand the Ottoman Empire?
- What changes did Suleiman make to the governance of the Ottoman Empire?
- To what extent did Suleiman promote tolerance in the Ottoman Empire?

HS.HG.7a Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere.

- Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.
- Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.

HS.HG.7b The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations

- Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.

HS.HG.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside their realm

- Students will examine Ming interactions with European traders and Christian missionaries.
- Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

HS.HG.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325-1600

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none">• What was the cultural impact of Our Lady of Guadalupe?• Today most states in the United States have missionaries from Africa—why is this? <i>Africa’s Catholic population is very large and America’s is getting smaller, for many reasons including secularism, relativism, and materialism.</i>• What is the difference between religion and superstition? <i>See Catechism of the Catholic Church 2111.</i>• Man is a religious being and sacrifice is a part of many religions. What is the Catholic understanding of the role of sacrifice in Jesus? <i>See Catechism of the Catholic Church 613-618, 901, 1330, 1367, 1419, 901, 1545, 1851, 2099-2100. What does it mean by “offer it up”?</i>• Who are the North American Martyrs? Who is Bartolomea de Las Casas? Junipero Serra? Juan Diego?

Inquiries
<ul style="list-style-type: none">• Where was Tenochtitlán?• What do three archaeological artifacts tell us about the Templo Mayor?• How did Tenochtitlán sustain itself?• How was Tenochtitlán buried?

HS.HG.8a Complex societies and civilizations continued to develop in Africa and Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.

- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.
- Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.
- Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

HS.HG.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325-1600.

- Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.

- Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.
- HS.HG.8c Complex societies and civilizations made unique cultural achievements and contributions.
- Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

HS.HG.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400-1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • How do the modern “printing presses” (cinema and social media) form your conscience, knowingly or unknowingly? How much of what you see and read can you control? <i>See Catechism of the Catholic Church 2493-2499.</i> • Since 1967, the Church has celebrated World Communications Day. What are the messages given by the Church to those in communication? <i>See Catechism of the Catholic Church 2493-2499.</i> • Discuss the media’s effect on current culture in America. • Machiavelli wrote in his book, <i>The Prince</i>, that “the end justifies the means”. The Church says the end does not justify the means as one should never do evil that good may come of it. <i>See Catechism of the Catholic Church 1756, 1759, 1761, 1789.</i> What are the ramifications for a country with a leader with either fundamental belief? • The Church believes no scientific discovery can ever contradict the Faith. (<i>Fides et Ratio</i> and <i>Veritatis Spondor</i>). It does recommend principles for research. What are some principles for scientific research? <i>See Catechism of the Catholic Church 31, 39, 159, 283-84, 1673, 1723.</i> • The Church is a promoter of the arts, music, architecture and literature as a means of creating and communicating truth, beauty and goodness. What are some classics from this time that illustrate this well? <i>See Catechism of the Catholic Church 2500-2503.</i> • Gothic and Romanesque architecture are said to have built in ‘theologies’. How is this? • The Church said everyone is called to be saints and missionaries. (<i>See Catechism of the Catholic Church 849-856</i>) Saints and missionaries must respond to the needs of the time. What are the needs of this time and what are some ways to grow in holiness as well as evangelize today in your place and time?

Inquiries
<ul style="list-style-type: none"> • What was first printed? • In what ways did the printing press preserve the past? • How did the printing press stimulate interest in exploration? • To what extent did the printing press facilitate change?

HS.HG.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.

- Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.

- Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.
 - Students will examine political ideas developed during the Renaissance, including those of Machiavelli.
- HS.HG.9b The Reformation challenged traditional religious authority, which promoted a counter reformation that led to a religiously fragmented Western Europe and political conflict. This religious upheaval continued the marginalization of Jews in European society.
- Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.
 - Students will trace the discrimination against and persecution of Jews.
- HS.HG.9c Absolutist government emerged as Western European and Russian monarchs consolidated power and wealth.
- Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society.
 - Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.
- HS.HG.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.
- Students will examine the Scientific Revolution, including the influence of Galileo and Newton.
- HS.HG.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized
- Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in *The Leviathan* and *The Second Treatise on Government*.
 - Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.

HS.HG.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The US Bishops have spoken out against modern forms of slavery, especially regarding human trafficking. What are some current human rights abuses that mimic the idea that people are property to be used as a means to an end? • People traveled for “gold, glory, and God”. Who are Francis Xavier, Paul Miki and Companions, North American Martyrs, Peter Claver, Peter Chanel? • Progress and development can be good. What are some principles Pope Paul VI gives for development in <i>Populorum Progressio</i>? • The ideas of solidarity and that man has dignity may seem evident, but looking at history what are examples and how are these concepts missing? Are there areas in the world today where this central principle is missing? How might you convince a bully that all men have dignity? What are some principles for a bystander to injustice? <i>See Catechism of the Catholic Church 2437-2442.</i>

Inquiries- Teacher determined
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HS.HG.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.

- Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.
- Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.

HS.HG.10.b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.

- Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.
- Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.
- Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.

- HS.HG.10.c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.
- Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.
 - Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.
- HS.HG.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.
- Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.
 - Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.
 - Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.
- HS.HG.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.
- Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.
 - Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.
 - Students will examine the development of European maritime empires and mercantilism.

HS.HG.11 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian state and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states empires and kingdoms disrupted regional trade networks and influenced the development of the new global trade networks.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • It is said that power corrupts. Why is this? Do you see this in history? • What qualities did Jesus say belongs to leaders in the kingdom of God? What is a servant-leader? • The teachings of the Catholic Church have never and will never change. Human traditions in the church can and do change. How is this evident in history, especially the protestant revolt/reformation? • What is <i>Dignitatis Humanae</i>? When were times in history that the religious freedom as described in this document practiced and not practiced? • We did not live in places and times studied in world history. How can one distinguish whether we are being taught opinion vs. fact? There are history text books written with bias. What are primary sources? How might the Protestant revolt/reformation be described by someone who does not understand the Catholic Church? • It is important to know what the Church teaches and not base our opinion solely on others' opinions or interpretations. What are primary sources in the Church? See Vatican.va and USCCB.org.

Inquiries – Teacher determined
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- HS.HG.11.a Powerful Eurasian states and empires faced and responded to challenges ca 1750.
- Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.
 - Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate.
 - Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.
- HS.HG.11.b Perceptions of outsiders and interactions with varied across Eurasia.
- Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions.
 - Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China

under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750.

- Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.

1750–1914: AN AGE OF REVOLUTIONS, INDUSTRIALIZATION, AND EMPIRES

HS.HG.12 ENLIGHTENMENT, REVOLUTION AND NATIONALISM: the Enlightenment called into question traditional beliefs and inspired widespread political economic and social change. The intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

Catholic Connections

Catholic Social Teaching Questions:

- Jesus said we are citizens and members of the kingdom of God. Catholics believe we can live in any society due to this transcendent view. Why do totalitarian regimes want to suppress religion? *See Catechism of the Catholic Church 763.*
- What is the Carmelite Massacre and who are the Carmelite nuns of Campiegne?
- Many Enlightenment ‘thinkers’ believed the Church was superstitious, and in fact many at that time were. What is the difference between superstition and religion? *See Catechism of the Catholic Church 2111.*
- Moral Relativism is an erroneous way of thinking about truth that started with enlightenment philosophy. What is objective truth and subjective truth? Pope Benedict said this generation lives under a dictatorship of moral relativism. What are examples of moral relativism in society?
- Everyone can be a little Robespierre or Napoleon and justify his/her own actions, but the Church says there are actions which are objectively wrong regardless of intention. Explain this. *See Catechism of the Catholic Church 1749-1761.*
- What are the Council of Trent and the “Catholic Enlightenment”?

Inquiries

- What were the social, economic, and political problems in prerevolutionary France?
- How did the relationship between the French people and the king change in the early stages of the Revolution?
- How did Robespierre justify the Reign of Terror?
- Did Napoleon’s rise to power represent a continuation of or an end to revolutionary ideals?

HS.HG.12a Enlightenment thinkers developed political philosophies based on natural laws, which includes the concepts of social contract, consent to be governed and rights of the citizens.

- Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

- HS.HG.12b Enlightenment ideals challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.
- Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.
 - Students will examine enlightened despots including Catherine the Great.
- HS.HG.12c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas
- Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
 - Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.
- HS.HG.12d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.
- Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.

HS.HG.13 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

Catholic Connections

Catholic Social Teaching Questions:

- *Rerum Novarum* was written in response to the Industrial Revolution and is the foundational document for Catholic Social Teaching. What are main points in *Rerum Novarum*?
- What 'problems' are the social encyclicals following *Rerum Novarum* addressing and what principles did they suggest for the issues presented? See the [Compendium of the Social Doctrine of the Church](#) for a summary of *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Solicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.
- Utilitarianism is when we see people as objects. See *Catechism of the Catholic Church 1929-1933*. How is utilitarianism evident in the Industrial Revolution? Discuss how we can see utilitarianism today?
- The definition of love is "to will the good of the other as other". What are ways our nice treatment of others may be for selfish reasons and not for their good alone? See [Deus Caritas Est](#) (God Is Love)—Pope Benedict XVI, 2005.
- A business or government that 'micromanages' lacks the principle of subsidiarity. See *Catechism of the Catholic Church 1883, 1894*. What does this mean? How is a violation of the principle of subsidiarity a concern in socialism?
- What is the history of May Day and why did the Church dedicate May 1st to St. Joseph the Worker in in 1955?
- Governments are called to work for the common good and protect the dignity of each person. See *Catechism of the Catholic Church 1897-1912*. History demonstrates human judgment can be clouded by fear or desire for power. How can we not let our judgment become clouded?

Inquiries

- Where did people move to and from during the Industrial Revolution?
- How did daily life move before and during the Industrial Revolution?
- How did the Industrial Revolution move society backward?
- How did the Industrial Revolution move society forward?

HS.HG.13a Agricultural innovation and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale.

- Students will examine the agricultural revolution in Great Britain.

- HS.HG.13b New economic theories and practices, new resources of energy and technological innovations influenced the development of new communication and transportation and new methods of production
- Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices.
 - Students will examine the economic theory presented in *The Wealth of Nations*.
 - Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.
- HS.HG.13c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people
- Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
- HS.HG.13d Social and political reform, as well as, new ideologies, developed in response to industrial growth
- Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.
 - Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

HS.HG.14 IMPERIALISM: western European interactions with Africa and Asia shifted from limited regional contracts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Look at the index in the <i>Compendium of the Social Doctrine of the Church</i>. In the study of history in your continued education, how can the Compendium and the Catechism be helpful when asked to analyze situations? What topics do you see as applicable to current politics in Kentucky and America? What is wrong with the statement “it is not personal, it is just business”? What should be the ultimate goal of all business and politics? See <i>Catechism of the Catholic Church</i> 1907-10,1929-1937

Inquiries
<ul style="list-style-type: none"> • How did the Opium Wars create foreign influence in China and how did the Chinese react? • What were the goals and consequences of Christian missions in China and why did the Boxers object to these? • What happened during the Boxer Rebellion? • To what extent were the Boxers misunderstood?

HS.HG.14a Europe and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

- Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.
- Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

HS.HG.14b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success

- Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi).
- Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

HS.HG.14c International conflicts developed as imperial powers competed for control

- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims.

1914–PRESENT: CRISIS AND ACHIEVEMENT IN THE 20TH CENTURY

HS.HG.15 UNRESOLVED GLOBAL CONFLICT (1914-1945): WWI and WWII led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace

Catholic Connections

Catholic Social Teaching Questions:

- Analyze the “Just War” principles as found in the *Catechism of the Catholic Church* 2263-2267.
- What does the Church say about the accumulation of arms (the arms race)? *See the Catechism of the Catholic Church* 2315.
- The Ten Commandments reflect the natural law. Jesus asks us to go deeper with the beatitudes. What would the beatitudes look like in a person your age in your circumstances? In a leader?
- Viktor Frankl wrote the classic *Man’s Search for Meaning* as a result of his suffering in concentration camps. Look up some of his most famous quotes. Which one is your favorite?
- John Paul II lived in horrendous times and later said “suffering is in the world to release love”. What does this mean? What does it mean to say that suffering is redemptive?
- Why do many attribute John Paul II to the fall of communism? How did he operate within a communist government as a young bishop?
- John Paul II died on the vigil of Divine Mercy, a feast he helped institute. During these tumultuous world wars, the devotion of Divine Mercy spread quickly. Who is Faustina and what is the devotion to the image of Divine Mercy?
- Edith Stein died in a concentration camp, so why are her writings becoming popular now?
- Padre Pio was a favorite person to visit for soldiers during the war. Who was Padre Pio?
- What is the miracle of the Rosary of Hiroshima?

Inquiries

- How does the environment (physical, social, cultural, political) affect the migration of people?
- How are people dependent on their environment?
- How do the beliefs and culture of people affect how they govern themselves?

HS.HG.15a International competition, fueled by nationalism, imperialism and militarism along with shifts in the balance of power and alliance, led to world wars.

- Students will compare and contrast long- and short-term causes and effects of World War I and World War II.

- HS.HG.15b Technological developments increased the extent of damage and casualties in both WWI and WWII
- Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.
- HS.HG.15c The devastation of the world wars and the use of total war led people to explore future ways to prevent world wars.
- Students will examine international efforts to work together to build stability and peace, including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
- HS.HG.15d National ideology played a significant role in shaping the period between the world wars.
- Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin.
 - Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
 - Students will examine the role of nationalism and militarism in Japan.
 - Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.
- HS.H.15e Human atrocities and mass murders occurred during this time period.
- Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.

HS.HG.16 UNRESOLVED GLOBAL CONFLICT (1945-1991: THE COLD WAR): The second half of the 20th century was shaped the Cold War, a legacy of WWII the US and Soviet Union emerged as global superpowers engaged in ideological, political and economic and military competition.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The cold war existed on a large scale, but what are examples of similar ‘cold war’ behaviors in daily relationships and what messages of Jesus address this? • What is liberal secularism? What is practical atheism? • A person’s actions reflect inherent ideology. What daily actions do or do not demonstrate recognition of the dignity in each person? Trust in God’s love? • What does the Church say about the accumulation of arms? <i>See Catechism of the Catholic Church 2243.</i> • Who is Nguyễn Văn Thuận? Vincent Robert Capodanno? Walter Ciszek? Emil Kapaun?

Inquiries – Teacher determined
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HS.HG.16a The Cold War originated from tensions near the end of WWII as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the US and Soviet Union

- Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

HS.HG.16b The Cold War was and period of confrontations and attempts at peaceful coexistence

- Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.
- Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.
- Students will examine the reasons countries such as Egypt and India chose nonalignment.
- Students will explore the era of détente from both American and Soviet perspectives.

HS.HG.16c The end of the Cold War and the collapse of the communists’ bloc in Europe has a global impact

- Students will investigate the political reforms of glasnost and economic reforms of perestroika.

- Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

HS.HG.17 DECOLONIZATION AND NATIONALISM (1900-2000): Nationalist and decolonization movement employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new conflicts arose.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Individuality is good and individualism is not. What is the difference? • Patriotism is good and extreme nationalism not. What is the difference? <i>Sollicitudo Rei Socialis</i>, 26,33 • “We need to participate for the common good. Sometimes we hear: a good Catholic is not interested in politics. This is not true: good Catholics immerse themselves in politics by offering the best of themselves so that the leader can govern.”- Pope Francis, 9/16/13 How can you become involved at your age?

Inquiries – Teacher determined
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HS.HG.17a Independence movements in India and Indochina developed in response to European control.

- Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.
- Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.

HS.HG.17b African independence movements gained strength after WWII.

- Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya

HS.HG.17c Nationalism in the Middle East was often influenced by religious beliefs and secularism

- Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism.
- Students will examine the creation of the State of Israel and the Arab-Israeli conflict.

HS.HG.17d Nationalism in China influenced removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People’s Republic of China.

- Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist- run People’s Republic of China and a nationalist-run Taiwan.

- Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies.

CONTEMPORARY ISSUES

HS.HG.18 TENSION BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.

Catholic Connections

Catholic Social Teaching Questions:

- The Church publishes documents to address current prevalent issues. Researching the website for the United States Conference of Catholic Bishops, www.usccb.org, what are the issues that the bishops have determined are important and need addressing at this time?
- Why does the Church even care about principles in government and business? *See Catechism of the Catholic Church 2246.*
- Out of respect, the United States made Mother Teresa an honorary citizen of the United States. This was done even though she spoke out against some American practices when she was here. Who is Mother Teresa and what were her messages?
- What is the lesson in the parable of the “widow’s mite”? Which of Jesus’ parables do you think address current issues?
- It is easy to criticize others, past and present, from our own armchair. Besides “putting on the mind of Christ” (Phil. 2), what are important elements in dialogue and understanding of others? *See Catechism of the Catholic Church 2478.*
- Some believe if you are basically a good person it doesn’t matter what you do. Most despots and criminals would say they are basically good, mean well or have a good goal. Are good intentions enough when analyzing the morality of your actions? *See Catechism of the Catholic Church 1749-1761.*
- How can you best inform your conscience at your age? Is it better to judge on what “someone said” or what the person actually said? How can you watch the news intelligently? Where can you find what the Church actually teaches?
- The Bishops have published points on forming your conscience as a faithful citizen. What are some of its main points? www.usccb.org
- Who is Our Lady of Kibeho?

Inquiries

- What are the impacts of development in Kenya?
- What are the impacts of development in Botswana?
- What are the impacts of development in Algeria?
- Does development impact different African countries in different ways?

HS.HG.18a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban,

industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

- Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

HS.HG.18b Tension between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

- Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.
- Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

HS.HG.19 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990-PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in other to efforts to cooperate. Globalization and population pressures have led to strains on the environment.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Should richer nations help poorer nations? <i>See Catechism of the Catholic Church 2241.</i> • According to the principle of solidarity, what do those in third world countries have to do with you? • We can get caught up in what we call first world problems. How can technology and globalization actually help us overcome misprioritized worries? • Pier Giorgio Frassati is becoming a favorite saint for young people and social activists. Who is he and why is he known as ‘a man of the beatitudes’? • If you want to make the world a better place Michael Jackson suggested starting with the man in the mirror. Jesus suggested taking the plank out of your own eye first. How can being personally virtuous make the world a better place? What practical things can you do to be the change you want to see in the world? • In the face of conflict, nature compels one to fight, flight, or freeze. Jesus told us to turn the other cheek which isn’t a natural reaction. It takes courage to stand your ground on matters of faith knowing you’ll be hit and would seem too many as being intolerant. Which conflicts in society today are asking you to compromise your faith?

Inquiries – Teacher determined
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HS.HG.19a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.

- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology.
- Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).

HS.HG.19b Globalization is contentious, supported by some and criticized by others

- Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including:
 - free market, export-oriented economies vs. localized, sustainable activities
 - development of a mixed economy in China and China’s role in the global economy

- multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries)
- roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions
- economic growth and economic downturns (e.g., recession, depression) on a national and a global scale
- economic development and inequality (e.g., access to water, food, education, health care, energy)
- migration and labor
- ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)

HS.HG.19c Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often strain the environment

- Students will examine how the world’s population is growing exponentially for numerous reasons and how it is not evenly distributed.
- Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications).
- Students will examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

HS.HG.19d Globalization has created new possibilities for international cooperation and for international conflict

- Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful.
- Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol.
- Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.

HS.HG.20 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of the Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • For the most part, the Universal Declaration of Human Rights reflects Catholic Social Teaching – which reflects the natural law. Which countries do not accept this declaration and why? • Actions speak louder than words. What behaviors in people your age may demonstrate belief for or against principles in Catholic Social Teaching, such as respect for each human person? • Looking at Catholic Social Teaching and the Declaration of Human Rights, where in the world are human rights being violated? Where and how are they being violated in the United States? Has the Church addressed this issue and how? • Violation of human rights happens because of ways of thinking/ideologies. Looking at Catholic Social Teaching and actions of those who violate human rights, what would you say were the core beliefs of the violators (for example: X uses others for personal gain, so this shows X)? • When and where did the following Catholics suffer and what does this say to the need to promote man’s dignity: Immaculee Ilibagiza, Romero and the four American Church women, Nguyen Van Thuan, Walter Joseph Cizek, Emil Kapaun?

Inquiries
<ul style="list-style-type: none"> • What was apartheid? • What efforts were made by Nelson Mandela to end apartheid? • What efforts were made by groups within South Africa to end apartheid? • What efforts were made by international bodies to end apartheid?

HS.HG.20a Following WWII the United Nations Universal Declaration of the Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.

- Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights.
- Students will examine the articles contained in the UN Universal Declaration of Human Rights.

HS.HG.20b Governments, groups and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries

- Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.

- Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.

HS.HG.20c Historical and contemporary violations of human rights can be elevated, using the principles and articles established within the United Nations Universal Declaration of the Human Rights.

- Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights.
- Students will examine the policy of apartheid in South Africa and the growth of the anti- apartheid movements, exploring Nelson Mandela’s role in these movements and in the post-apartheid period.
- Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.

HIGH SCHOOL: UNITED STATES HISTORY

Saints (Catholic Heroes) Relevant to High School Social Studies Themes

United States	
<p>Canonized</p> <p><u>St. Frances Xavier Cabrini</u></p> <p><u>St. Elizabeth Ann Seton</u></p> <p><u>St. John Neumann</u></p> <p><u>St. Rose Philippine Duchesne</u></p> <p><u>St. Katharine Drexel</u></p> <p><u>St. Théodore Guérin</u></p> <p><u>St. Damien de Veuster</u></p> <p><u>St. Marianne Cope</u></p> <p><u>St. Kateri Tekakwitha</u></p> <p><u>St. Junípero Serra</u></p>	<p>Venerable</p> <p><u>Ven. Cornelia Connelly</u></p> <p><u>Ven. Michael J. McGivney</u></p> <p><u>Ven. Henriette DeLille</u></p> <p><u>Ven. Nelson Baker</u></p> <p><u>Ven. Fulton J. Sheen</u></p> <p><u>Ven. Celestina Bottego</u></p> <p><u>Ven. Aloysius Schwartz</u></p> <p><u>Ven. Samuel Charles Mazzuchelli</u></p> <p><u>Ven. Maria Teresa Dudzik</u></p> <p><u>Ven. Pierre Toussaint</u></p> <p><u>Ven. Maria Kaupas</u></p> <p><u>Ven. Félix Varela</u></p> <p><u>Ven. Frederic Baraga</u></p> <p><u>Ven. Mary Angeline Teresa McCrory</u></p> <p><u>Ven. Alphonse Gallegos</u></p> <p><u>Ven. Patrick Peyton</u></p>
<p>Beatified</p> <p><u>Bl. Francis Xavier Seelos</u></p> <p><u>Bl. Teresa Demjanovich</u></p> <p><u>Bl. Stanley Rother</u></p> <p><u>Bl. Solanus Casey</u></p>	
<p>Servant of God</p> <p><u>Servant of God Vincent Robert Capodanno</u></p> <p><u>Servant of God Walter Cizek</u></p> <p><u>Servant of God Terence Cooke</u></p> <p><u>Servant of God Dorothy Day</u></p> <p><u>Servant of God Emil Kapaun</u></p> <p><u>Servant of God Mary Elizabeth Lange</u></p> <p><u>Servant of God Rose Hawthorne Lathrop</u></p> <p><u>Servant of God Augustine Tolton</u></p>	

HS.H.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The Diocese of Lexington has a variety of ministries that help groups in need of help for various reasons. What are some of these ‘outreach’ programs? • In America’s founding, freedom was wanted, but religious liberty was not a popular idea in that Catholics were held in suspicion or contempt in many places. Using the USCCB as reference, discuss current challenges and opportunities American Catholics face regarding Religious Liberty. • No two saints are the same yet all have things in common. What do saints from every time and place have in common? • What is the USCCB? Familiarize yourself with the breadth of topics addressed in its website. Are there areas of concern in the United States that you think the Bishops are not addressing? What do you think they would say? • When the USCCB makes an official statement, is it a primary source for the Church? <i>Yes.</i> When a local pastor makes a statement is that a primary source for the Church? <i>No.</i>

Inquiries – Teacher determined
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HS.H.1a Contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.

- Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish.
- Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.

HS.H.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

- Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems.
- Students will examine the factors influencing variations in colonial social structures and labor systems.
- Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs.

slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.

HS.H.1c Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.

- Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience.
- Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland.

HS.H.2 CONSTITUTIONAL FOUNDATIONS (1763-1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

Catholic Connections

Catholic Social Teaching Questions:

- What can we learn by the times in history that the majority of opinion was not the right one (Dred Scott)? Are there current trends in opinion in which the Christian view is a minority and ironically not tolerated because they're viewed as intolerant?
- The Church encourages citizens to inform one's conscience. Everything you choose is a choice to form conscience and habits. (*See Catechism of the Catholic Church 1776-1789*) What are the best ways to form your conscience at your age? How does one find what the Church actually teaches vs what someone says it says? How is technology forming you?
- What is an inalienable right and what did the framers of the Constitution mean by liberty? Can/should people be free to do anything they want? *See Catechism of the Catholic Church 1730-1748.*
- *According to the Preamble to the Constitution, where does man get His rights?*
- If a person in your class constantly beatboxes while the teacher is teaching, what Catholic Social Teaching principle is being violated? How would you respond to someone who says "It is a free country I can do what I want"?

Inquiries

- How does the environment (physical, social, cultural, political) affect the migration of people?
- How are people dependent on their environment?
- How do the beliefs and culture of people affect how they govern themselves?

HS.H.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increased tensions between the colonists and the British government.

- Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

HS.H.2b Failed attempts to mitigate the conflicts between the British and the Colonists led the colonists to declare independence, which they eventually won through the Revolutionary War.

- Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts.

- Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.

HS.H.2c

Weaknesses in the Articles of the Confederation led to the convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.

- Students will examine the weaknesses and successes of government under the Articles of Confederation.
- Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.
- Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic.
- Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

HS.H.2d

Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.

- Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address.
- Students will examine Hamilton’s economic plan, the debate surrounding the plan, and its impacts on the development of political parties.
- Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.
- Students will examine Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*, and analyze how these decisions strengthened the powers of the federal government.

HS.H.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800-1865): As the nation expanded. Growing sectional tensions, especially over slavery, resulted in political and constitutional crisis that culminated in the Civil War.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Attitudes cannot change with one decision – such as in slavery. Jesus Himself was not accepted readily. What is culture? Can you tell when culture is forming you and when you are forming a culture? <i>See Catechism of the Catholic Church 2820.</i> • Pope Benedict said we live under a cultural dictatorship of relativism. What is moral relativism and how does its prevalence in culture affect society? What is objective truth and subjective truth? • How would you describe our current culture and where does this culture stand with Catholic Social Teaching? (e.g., secularism, individualism, materialism, relativism, etc.) • Does slavery exist today? What is human trafficking and what has the Church said about it? • The Dred Scott decision is one of many examples when people thought they were right when they are wrong. Why do you think they did not see it was wrong? How can we form our conscience correctly?

Inquiries
<ul style="list-style-type: none"> • What legal steps were taken to end slavery? • What arguments do historians make about who ended slavery? • What are the implications of the debate over who ended slavery?

HS.H.3a American nationalism is both strengthened and challenged by territorial expansion and economic growth

- Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.
- Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
- Students will examine Jackson’s presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation.

HS.H.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism

- Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.

- Students will investigate the development of the abolitionist movement, focusing on Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom’s Cabin).
- Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s raid.

HS.H.3c

Long standing disputes over the States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing of slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

- Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war. Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.
- Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects.

HS.H.4 POST- CIVIL WAR ERA (1865-1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What is the Diocese of Lexington doing regarding immigration? • There are many levels and nuances in immigration policy (state and federal) and practices. Different media stations may take different slants. How does one properly inform one’s conscience on this matter? What stands has the United States Conference of Catholic Bishops made regarding immigration? See www.usccb.com and <i>See Catechism of the Catholic Church 2241</i>. • What can we learn about immigration from the following: Katharine Drexel, Rose Philippine Duchesne, Marianne Cope, Damian of Molokai, Theodore Guerin, Isaac Jogues, John Neumann, Elizabeth Ann Seton?

Inquiries
<ul style="list-style-type: none"> • What is the current debate about immigration policy? • What factors have shaped US immigration policy arguments over time? • How has the US immigration system changed over time? • How has US immigration policy been criticized over time?

HS.H.4a Between 1865-1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

- Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).
- Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen’s Bureau, the creation of educational institutions, and political participation.
- Students will examine the impacts of the election of 1876 and the compromise of 1877 on African Americans.

HS.H.4b The 14th and 15th amendments failed to address rights of women

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property

rights in the late 19th century. The students will examine the work of Susan B. Anthony.

HS.H.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.

- Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
- Students will examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).

HS.H.4d Racial and economic motives led to the discrimination of Mexican Americans and opposition of Chinese immigration.

- Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900.
- Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

HS.H.5 INDUSTRIALIZATION AND URBANIZATION (1870-1920): The United States was transformed from an agrarian to an increasing industrial and urbanized society. Although the transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • <i>Rerum Novarum</i> was a game changer for world thought. What is <i>Rerum Novarum</i>? • Most people justify their actions in their own mind. How do you think those who led the industrial movement justified the poor treatment of workers? Do people today ever justify unkindness and if so, how? • While we cannot judge another’s conscience, there are distinctions that help us assess our own culpability. What is vincible ignorance, invincible ignorance and the natural law? See <i>Catechism of the Catholic Church</i> 1734-38. • Why are economic principles discussed in the <i>Catechism of the Catholic Church</i> in the 7th commandment? 2401-2463. What are some economic principles mentioned?

Inquiries
<ul style="list-style-type: none"> • How does the environment (physical, social, cultural, political) affect the migration of people? • How are people dependent on their environment? • How do the beliefs and culture of people affect how they govern themselves?

HS.H.5a New technologies and economic models created rapid industrial growth and transformed the US.

- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication.
- Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt’s trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

HS.H.5b Rapid industrialization and urbanization created challenges and problems that were addressed with a variety of reform efforts

- Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.
- Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts, including:
 - Jane Addams and Hull House
 - Jacob Riis' *How the Other Half Lives*
 - Upton Sinclair's *The Jungle* and the Meat Inspection Act
 - Margaret Sanger, eugenics and birth control
 - Ida Tarbell's *The History of the Standard Oil Company*
 - Ida Wells and her writings about lynching of African Americans
 - Booker T. Washington's contributions to education, including the creation of Tuskegee Institute
 - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917)

HS.H.6 THE RISE OF AMERICAN POWER (1890-1920): Numerous factors led to the rise of the United States as a world power. Debated over the role in the world affairs increased in response to overseas expansion and involvement in WWI. US participation in the war had important effects on American society.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Why are governmental relationships covered in the fourth commandment in the <i>Catechism of the Catholic Church</i>? See 2196-2257. What are some principles mentioned? • What is solidarity? Have you ever been told when wasting food to think of poor children who have nothing? Why would this ‘thought’ make a difference? • Do you ever find yourself worried over something and think – this is just a first world problem? What are problems you face compared to problems a person your age faces in a third world country? • What are some main points in Ecclesia in America (The Church in America)—St. John Paul II, 1999?

Inquiries – Teacher determined
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HS.H.6a In the late 1800’s, various strategic and economic factors led to a greater focus on foreign affairs and debates on the US role in the world.

- Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
- Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
- Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

HS.H.6b While the US attempted to follow its traditional policy of neutrality at the beginning of WWI, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order with the Fourteen Points

- Students will investigate the reasons for President Wilson’s shift from neutrality to involvement in World War I.

- Students will examine Wilson’s goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
- Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

HS.H.6c

WWI had important social, political and economic effects on American society.

- Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- Students will investigate the causes and effects of the Great Migration on American society.
- Students will examine the Supreme Court decision concerning civil liberties in *Schenck v. United States* (1919).
- Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

HS.H.7 PROSPERITY AND DEPRESSION (1920-1939): the 1920’s and 1930’s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Educated persons in the US at this time were beginning to read Catholic social encyclicals. Who is Dorothy Day and what is the Catholic Worker movement which came during this period? • What is the difference between poverty and what Jesus meant by “Blessed are the poor in spirit”? <i>See Catechism of the Catholic Church 2545-47.</i> • St. Paul spoke often on the paradox of the cross. “When I am powerless I am strong”. Christ and his followers preach dependence on God vs self. Catholics believe in the redemptive power of suffering (“offering it up”). What is the paradox of the cross? How does a view of the redemptive power of suffering help in times of trial? • The Church believes nothing in science can contradict the faith (<i>Fides et Ratio</i>). However, science without guiding principles, can have negative consequences. Bioethics is now a field of study. What are some bioethics problems that have arisen due to a lack of understanding of the dignity of each person and other Catholic Social Teaching principles? • What are some bioethical principles found in <i>Evangelium Vitae</i> (<i>The Gospel of Life</i>)—St. John Paul II, 1995 and subsequent publications? How do they compare to Catholic Social Teaching?

Inquiries
<ul style="list-style-type: none"> • What is the current debate about immigration policy? • What factors have shaped US immigration policy arguments over time? • How has the US immigration system changed over time? • How has US immigration policy been criticized over time?

HS.H.7a The 1920’s were a time of cultural change in the country, characterized by clashes between the modern and traditional values.

- Students will examine the cultural trends associated with the Roaring Twenties, including women’s efforts at self-expression and their changing roles.
- Students will examine the impact of Prohibition on American society.
- Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s.
- Students will examine the reasons for the resurgence of the Ku Klux Klan.
- Students will examine the key issues related to the Scopes trial.

HS.H.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African Americans cultural achievements were increasingly integrated into national culture.

- Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.
- Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

HS.H.7c

For many Americans the 1920's was a time of economic prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.

- Students will examine the reasons for economic prosperity during the 1920s.
- Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.
- Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
- Students will examine the human and environmental causes of the Dust Bowl and its effects.
- Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court- packing effort.

HS.H.8 WWII (1935-1945): The participation if the US in the WWII was a transformative event for the nation and its role in the world.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none">• Edith Stein became known after dying in a concentration camp. Her writings, however, are now opening many doors for the “feminine genius.” Who is Edith Stein? What is meant in the Church by the term “Feminine Genius”? What is <i>Mulieris Dignitatem</i>?• J.R.R. Tolkien, famous author of <i>Lord of the Rings</i>, wrote letters in 1941 to his son Michael who was deployed. What were the messages in these letters?• Hitler was a culmination to a mindset called the eugenics movement. What is eugenics? How did Margaret Sanger’s interest in eugenics affect today? What other things did The United States do for the eugenics movement before Hitler? Does eugenics exist today? What are the basic principles in Catholic Social Teaching that eugenics violates?

Inquiries
<ul style="list-style-type: none">• Why was the home front so important to the war front?• What did the United States contribute to the Allies’ victory in Europe?• How did the United States win the war against Japan?

HS.H.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately direct involvement in the war.

- Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease.
- Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.
- Students will examine the impact of the Japanese attack on Pearl Harbor.
- Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

HS.H.8b US entry into WWII had a significant impact on American society.

- Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.

- Students will examine the reasons for President Roosevelt’s executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court’s decision in *Korematsu v. United States* (1944).
- Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

HS.H.8c

In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.

- Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
- Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.
- Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

HS.H.9 COLD WAR (1945-1990): In the period following WWII, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What does the Church say about an arms race? <i>See Catechism of the Catholic Church 2315.</i> • Pope John Paul II and Ronald Reagan both worked to end communism. How did Pope John Paul II, when a young Bishop in Krakow, operate within a communist government? • Scripture says “do not be afraid” 365 times. This was Pope John Paul’s first words as pope. Thomas Aquinas says that fear is the root of many unhealthy vices, even laziness. Describe events during this time you think were driven by fear. • What is armed resistance to oppression? Since WWII, the US has used arms to stop oppression. Studying facts in history, was the US justified in each case according to the condition in the Catechism? <i>See Catechism of the Catholic Church 2243.</i> • The Catholic Church publishes encyclicals in response to a need in the current culture. What encyclicals were published during this time and what were they in response to? • Trace Catholic Social Teaching Principles in Martin Luther King’s letter from the Birmingham jail.

Inquiries – Teacher determined
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HS.H.9a After WWII, ideological differences led to political tensions between the US and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

- Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.
- Students will examine the consequences of Truman’s decision to fight a limited war in defense of South Korea.
- Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam.

- Students will examine reasons for declining public confidence in government, including America’s involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.
 - Students will examine the congressional effort to limit presidential power through the War Powers Act.
- HS.H.9b The US and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved US-Soviet relations.
- Students will trace the acceleration of the nuclear arms race, beginning with from the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.
 - Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.
 - Students will examine the policy of détente and its effect on the nuclear arms race.
- HS.H.9c American strategic interests in the Middle East grew with the Cold War, the creation of the state of Israel, and the increased US dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.
- Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.
- HS.H.9c A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.
- Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

HS.H.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945- present): Racial gender, and socioeconomic inequalities were addressed by individuals, groups and organizations. Varying political philosophies prompted debates over the role of the federal of government in regulating the economy and providing social safety net.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The publishing of Catholic Social Teaching, the example of Catholic faithful citizens and John F. Kennedy all helped in decreasing anti-Catholic sentiments. Who was Fulton Sheen and how did he help people accept Catholicism? • Who is Dorothy Day and what is the Catholic Worker movement? • At a time when prejudice against Catholics was waning, baptized Catholics were leaving due to what they thought of Vatican II and Humane Vitae. What is Vatican II and what are the basic points of Humane Vitae? Why were these not popular? • Stanley Rother and Bernard (Solanus) Casey lived in the 20th century and their holiness has been recognized by the Church. Who are they and how do they demonstrate that there is no ‘one way’ to be holy? • The United States Conference of Catholic Bishops frequently makes statements on current events and movements. Look at www.usccb.org. What are current movements the Church is addressing in the US and what are they saying about it? • Why is Thomas More the patron in the US for fighting for Religious Liberty? • Kentucky still has the Blaine Amendment. What is this? What is the process that would need to happen for this to be changed? What can you do to change a policy?

Inquiries – Teacher determined
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HS.H.10a After WWII. long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

- Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
- Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.
- Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the

Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965.

- Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

HS.H.10b Individuals, diverse groups and organizations have sought to bring change in American society through a variety of methods.

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
 - Modern women’s movement (e.g., Equal Pay Act and Title IX,)
 - Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)
 - Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
 - People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990])
 - Rights of the accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966])
 - Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform)
 - Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan’s policy)
 - Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985])
 - Students will thoroughly investigate at least one of the efforts above.

HS.H.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.
- Students will examine the causes of the financial panic of 2008 and the federal government’s response to the Great Recession.
- Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

HS.H.11 UNITED STATES IN A GLOBALIZING WORLD (1990-PRESENT): The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation had continued to debate and defining it role in the world.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The United States has some recent soldiers/prisoners of war that are beatified. What can we learn from Emil Kapaun, Vincent Cappadonna, Walter Ciszek? • Who are the Maryknoll Missionaries? • In analyzing the US decision to enter a war, use the principles as set forth in the <i>Catechism of the Catholic Church</i>. Legitimate Defense: See 2309-2313 and armed resistance to oppression, 2243. • How does the media affect American culture? What can you do to make sure you are forming your conscience well? See <i>Catechism of the Catholic Church</i> 1776-1802. • What are root causes of discrimination and prejudice of any kind? • Catherine of Siena who was involved in her country’s politics said” Be who God meant you to be and you will set fire to the world”. How does God mean you to be? • What American processes keep and which violate the principle of subsidiarity? See <i>Catechism of the Catholic Church</i> 1884-1885, 1892.

Inquiries
<ul style="list-style-type: none"> • What were Lyndon Johnson’s and Ronald Reagan’s visions for the American economy? • What policies did Johnson and Reagan advance in order to foster economic opportunity? • Did Johnson’s economic policies foster economic opportunity? • Did Reagan’s economic policies foster economic opportunity? • What was the impact of the Greensboro sit-in protest? • What made the Montgomery bus boycott, Birmingham campaign, and Selma to Montgomery marches effective? • How did others use nonviolence effectively during the civil rights movement?

HS.H.11a The US created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- Students will examine the decision of President George H. W. Bush to oppose Iraq’s invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War.
- Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.

HS.H.11b In response to the terrorist attacks of September 11, 2001, the US launched the War on Terror, which involved controversial foreign and domestic policies.

- Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

HS.H.11c Globalization and advances have affected the US economy and society

- Students will examine the positive and negative consequences of globalization in relation to the United States economy.
- Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
- Students will examine the economic relationship and the strategic rivalry between the United States and China.

HIGH SCHOOL: CIVICS

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

Students will be aware of primary resources for Church teaching to include *The Compendium of Social Doctrine of the Church*, *The Catechism of the Catholic Church* and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church's Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

Catholic Connections

Catholic Social Teaching Questions:

- St Thomas More has been chosen as a patron by many Catholics involved in politics. Why is this?
- What is the Red Mass? When is it for Kentucky and for the Nation?
- Voters should be informed and vote according to their informed conscience. What things are you doing now that forms your conscience knowingly or unknowingly? *See Catechism of the Catholic Church 1776-1802.*
- If you would like to change a policy at school, home, or in the government, you should most likely follow the principle of subsidiarity. What are ways the principle of subsidiarity is followed and not followed well (for both authority and subordinate)? *See Catechism of the Catholic Church 1883, 1885, 1894, 2209.*
- What does Catholic Social Teaching suggest are risks of unfettered capitalism? *See Catechism of the Catholic Church 2424 and Amoris Laetitia*
- It is best to not take a news station's opinion on what the Church says. How do you find out what the Church really intends to say on an issue?
- Not everyone believes every person has dignity from the moment of conception (embryo) (*see Catechism of the Catholic Church 1929-1948*). Catholics are involved in politics in solidarity to protect various vulnerable populations. What is solidarity? Can you think of some groups of persons not getting treated with the dignity?
- What current outreach programs does the Diocese of Lexington have?
- Machiavelli said the end justifies the means. The Church says the end does not justify the means because one may never do evil that good may come of it (*see Catechism of the Catholic Church 1789*). Explain how each world view affects all aspects of government structuring. What are ways we treat people as objects for our personal gain?

HS.C.1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What are the principles of Catholic Social Teaching? How is each important to civic life? • Read the <i>Catechism of the Catholic Church</i> 1904. Does the US follow this well? • How is the principle of subsidiarity followed or not followed in the many systems in the US? How does a leader in any group practice subsidiarity? • What principles does the Church recommend for authority in political life? See <i>Catechism of the Catholic Church 1897-1904</i> and www.usccb.org • Can you think of times in history when the majority of opinion was not on the morally correct side?

Inquiries
<ul style="list-style-type: none"> • How are federal and state powers constitutionally delineated? • What do experts say about the balance of power between the state and federal government? • How are public attitudes toward federalism changing? • Should state government have the power to legislate what is best for its citizens?

- HS.C.1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.
- HS.C.1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between federal and state governments. State constitutions address similar structures and responsibilities of their localities.
- HS.C.1c Limited government is achieved through the separation of powers and between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.
- HS.C.1d The rule of law is a system that no one, including government, is above the law. The US legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.
- HS.C.1e The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.

HS.C.1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires federal and state participation, and allows the Constitution to evolve and change.

HS.C.2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • The term “freedom” is taken in many ways. What does the Church say constitutes “authentic freedom” <i>See Catechism of the Catholic Church 1730-1748 and Veritatis Splendor.</i> • Issues relating to Religious Liberty in America have varied. What things are the United States Conference of Catholic Bishops following regarding religious liberty at this moment and what is their stand? <i>See www.usccb.org and Catechism of the Catholic Church 2014-2109</i> • Can you think of principles that should govern “Freedom of the Press”? <i>See Catechism of the Catholic Church 2464-2499.</i> • How would you respond to someone who does not follow rules and says that it is a ‘free country which means they can do what they want’? • Catholic Social Teaching discusses the importance of family and the governments need to protect family. There is no perfect family, so why it is important and why does it need protecting? <i>See Catechism of the Catholic Church 2207-2213.</i> • Most Supreme Court members have acknowledged the importance of the natural law. What is the natural law?

Inquiries
<ul style="list-style-type: none"> • What is the difference between the Tinker Standard and Fraser Standard as they relate to students’ free speech? • Does the “no prior restraint” rule apply to students? • How does the Supreme Court determine the limits of students’ rights? • Can school officials exert control over students’ use of social media?

HS.C.2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the US legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

HS.C.2b The Constitution aims to protect other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how

these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

HS.C.2c An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justice in practice are continued sources of public debate.

HS.C.2d The definition of civil rights has broadened over the course of US history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender) is a continued source of civic contention.

HS.C.2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of US residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

HS.C.2f Freedom of press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

HS.C.3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Voters should be informed and vote according to their informed conscience. What things are you doing now that forms your conscience knowingly or unknowingly? <i>See Catechism of the Catholic Church 1776-1802.</i> • The Church has now asked bishops and priests to not run for office and most will not even promote a particular person but will propose principles for consideration. What principles has the USCCB recommended for consideration when voting? <i>See Catechism of the Catholic Church 2419-2425 and www.usccb.org.</i> • What recommendations/requests have the US bishops asked of Catholics in Political Life. Statements can be found on www.usccb.org. <i>See Catechism of the Catholic Church CCC 2442.</i> • Laws exist for the common good. Obeying laws shows respect for others. What are some classroom or schools laws that show respect for the common good? • Participation in civic life is a principle promoted by Catholic Social Teaching. Someone your age can participate in many ways. What are some examples?

Inquiries
<ul style="list-style-type: none"> • How has the youth voter changed over time? • What are the reasons some youth choose to vote? • What are the reasons some youth choose not to vote?

- HS.C.3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.
- HS.C.3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.
- HS.C.3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.
- HS.C.3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

HS.C.4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What current political issues have the United States Conference of Catholic Bishops spoken up about most recently? • What is the difference between calumny and detraction? <i>Catechism of the Catholic Church</i> 2476-2479. Disagreeing is different than disrespect. Is being disrespectful ever acceptable? How did Jesus treat Pilate? • Read the last statement from the USCCB on faithful citizenship. What in this can you not do because of your age?

Inquiries
<ul style="list-style-type: none"> • Which international issues are most important to me? • Which domestic issues are most important to me? • Which national party platform best supports my stance on political issues? • How do politicians address issues that are important to me? • How much does it cost to become a member of Congress? • Where do politicians get their campaign contributions? • How do super PACs play a role in political campaigns? • Should the government limit contributions to political campaigns?

HS.C.4a Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems including the Electoral College and the winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the US.

HS.C.4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to the election.

HS.C.4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

HS.C.4d The United States and individual states have political party systems, and the political parties represent specific political, economic, and social philosophies.

Debate over the role and influence of political parties continues, although they play a significant role in US elections and politics. The role of political parties and the platforms they represent varies between states in the US.

HS.C.4e

Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, and canvassing.

HS.C.5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • Catholics have been asked to become informed and engaged in the Social Justice issue of the day. Who are the people in office now that you would write for particular issues? Is there any reason you cannot write a letter to a politician at your age? • How can you become an engaged citizen and make a positive difference in society? • The USCCB has challenged policy many times. For instance, in the development of ACA, it strongly voiced not wanting tax payer money to fund abortion and was successful. Are they challenging any policies now? • EdChoice has strived to change policy for Kentucky Catholic Schools. What processes have they employed to this end? How has the Blaine Amendment prohibited some changes in policy? • What are Catholic Primary sources where you can find out how the Church addresses issues in which you are interested? • What is vincible and invincible ignorance? <i>See Catechism of the Catholic Church 1790-1794.</i>

Inquiries
<ul style="list-style-type: none"> • Who were the uninsured before the ACA? • How does the ACA work? • Why is the ACA a constitutional controversy? • Why is the ACA still controversial?

- HS.C.5a Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.
- HS.C.5b On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political position and loyalties, and sources of political power.
- HS.C.5c Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.
- HS.C.5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have

different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

HIGH SCHOOL: ECONOMICS

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

Students will be aware of primary resources for Church teaching on economic issues to include *The Compendium of Social Doctrine of the Church*, the *Catechism of the Catholic Church* and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church’s Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

Catholic Connections

The following ten statements belong to the *Catholic Framework for Economic Life* which offers ten key principles to help Catholics reflect on the values that should shape our participation in economic life. It was written by the bishops of the United States based on the Catechism of the Catholic Church, papal encyclicals, the pastoral letter *Economic Justice for All*, and other statements of the U.S. Catholic bishops (www.usccb.org).

1. The economy exists for the person, not the person for the economy.
In our society, is it more true that “the economy exists for the person” or that “the person exists for the economy”? Why? Which perspective better respects our God-given dignity as human persons?
2. All economic life should be shaped by moral principles. Economic choices and institutions must be judged by how they protect or undermine the life and dignity of the human person, support the family and serve the common good.
What would a world look like in which the common good of all is recognized? What can we do to promote the common good during these difficult times?
3. A fundamental moral measure of any economy is how the poor and vulnerable are faring.
Who are the poor and vulnerable in our midst? Which of God’s children are hardest hit when economic times are rough? Where do these people exist in your community?
4. All people have a right to life and to secure the basic necessities of life, such as food, clothing, shelter, education, health care, safe environment, and economic security.

As a result of the economic crisis many people are being forced to choose between basic necessities like food, shelter, and health care. How can you—and how can our society as a whole—help to provide for the needs of those whose basic rights are being compromised?

5. All people have the right to economic initiative, to productive work, to just wages and benefits, to decent working conditions as well as to organize and join unions or other associations.

Why is work a human right? Call to mind the faces of persons who have lost their jobs during this recession. What can be done to re-affirm the dignity of unemployed persons?

6. All people, to the extent they are able, have a corresponding duty to work, a responsibility to provide for the needs of their families and an obligation to contribute to the broader society.

How do economic pressures undermine families? How can we support families during this economic crisis?

7. In economic life, free markets have both clear advantages and limits; government has essential responsibilities and limitations; voluntary groups have irreplaceable roles, but cannot substitute for the proper working of the market and the just policies of the state.

*In A Place at the Table the U.S. bishops wrote that *Individuals, Community and Faith-based Organizations, the Marketplace, and the Government all have a role to play in ensuring that all have access to what they need. Is each of these adequately living up to its responsibility?**

8. Society has a moral obligation, including governmental action where necessary, to assure opportunity, meet basic human needs, and pursue justice in economic life.

As our nation faces the current economic crisis, how can we make sure that our leaders' responses benefit everyone, including families, workers, and the most vulnerable among us?

9. Workers, owners, managers, stockholders and consumers are moral agents in economic life. By our choices, initiative, creativity and investment, we enhance or diminish economic opportunity, community life and social justice.

What are the moral responsibilities of workers, owners, managers, stockholders and consumers in ensuring the health and well-being of our economy? How can we help each recognize the moral responsibilities they have?

10. The global economy has moral dimensions and human consequences. Decisions on investment, trade, aid and development should protect human life and promote human rights, especially for those most in need wherever they might live on this globe.

How does what happens in the U.S. affect others around the world? How can we make sure that our country's response to the economic crisis benefits those most in need both in the U.S. and abroad?

HS.E.1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

Catholic Connections	
Catholic Social Teaching Questions:	<ul style="list-style-type: none"> • The first thing Adam and Eve did when questioned was not take personal responsibility. What should personal responsibility look like for you at this time? <i>See Catechism of the Catholic Church 1913-1917.</i> • Virtue is a good habit and practice brings authentic freedom. What virtues can you be practicing now to help you become a free and responsible citizen and family member? <i>See Catechism of the Catholic Church 1730-1748.</i> • What principles does the Church specifically recommend regarding economic life in the Catechism? <i>See Catechism of the Catholic Church 2426-2436.</i> • What are examples of good stewardship? • “Enabling” is when helping ultimately hurts the other. Some hold the opinion that welfare helps the poor, some that welfare creates laziness and a sense of entitlement. What principles does the Church recommend? Taking into account the human condition as well as principles, what recommendations can be made for welfare programs? Do you think there is a perfect solution? <i>See Moral Principles and Policy Priorities for Welfare Reform, March 1995.</i>

Inquiries	
	<ul style="list-style-type: none"> • What role did the government play in causing the Great Recession? • What role did consumers play in causing the Great Recession? • What role did financial institutions play in causing the Great Recession?

- HS.E.1a In making economic decisions in any roles, individuals should consider the set of opportunities that they have, their resources (e.g. income and wealth), their preferences, and their ethics
- HS.E.1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipating saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.
- HS.E.1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

HS.E.1d To be an informed participant in the global economy, one must be aware of inflation and have understanding of how international currencies fluctuate in value relative to the United States dollar.

HS.E2

INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

Catholic Connections
Catholic Social Teaching Questions: <ul style="list-style-type: none">• What is utilitarianism and how can a distorted view of the human person affect business?• Why was <i>Rerum Novarum</i> written? Since then, what other economic issue has the Church addressed through encyclicals?• Sometimes persons do not want to trade with those who do not share the same values. Countries will use trade to influence countries. How might the principle of cooperation in evil affect economic decisions? <i>See Catechism of the Catholic Church 1868-1869.</i>• Pope Francis has often cited the 2009 encyclical, <i>Caritas in Veritate</i>, on consumer responsibility, calling to mind that “every person ought to have the awareness that ‘purchasing is always a moral– and not simply an economic– act. Have you ever left a group for this reason? Are there any companies that support things you do not?”

Inquiries
<ul style="list-style-type: none">• What economic trends have influenced labor market demand?• How are producers affected by labor market supply?• How do market forces interact to create wage-price equilibrium?

HS.E.2a Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one’s resources are driven by numerous factors including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.

HS.E.2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.

HS.E.2c Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

HS.E.3

THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY:

There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

Catholic Connections	
Catholic Social Teaching Questions:	
<ul style="list-style-type: none">• Socialism and capitalism have spectrums. What has the Church said are concerns with “enfettered capitalism”? Extreme socialism? <i>See Catechism of the Catholic Church 2423-2425.</i>• Do rich nations have a responsibility to poorer nations? <i>See Catechism of the Catholic Church 2439.</i>• What is the “universal destination of goods” and how does this apply to economics? <i>See Catechism of the Catholic Church 2402-2406.</i>• “It is not personal, it is just business.” According to our understanding of the human person, is this statement ever true? <i>No. See Catechism of the Catholic Church 2426, 2432.</i>• Can money bring happiness? <i>See Catechism of the Catholic Church 1723.</i> What did St. Augustine say about man’s restless heart?• What are signs someone is inverting values and placing profit over the person? <i>See Catechism of the Catholic Church 1887.</i>	

Inquiries – Teacher determined	
<ul style="list-style-type: none">•	

HS.E.3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce

HS.E.3b The government’s evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government’s need to stimulate the economy balanced against the need to curb abusive business practices.

HS.E.3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment,

outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).

HS.E.3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.

HS.E.3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

HS.E.4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

Catholic Connections
<p>Catholic Social Teaching Questions:</p> <ul style="list-style-type: none"> • What is solidarity? Are you your brothers' keeper? • The <i>Catechism of the Catholic Church</i> places international relationships under the 4th commandment. Why? What principles does it suggest? 2199, 2207-2213, 2234-2246 • What are economic principles suggested by the Church in Catholic Social Teaching? What is the relevance of each today? See index of <i>Compendium of the Social Doctrine of the Church</i>.

Inquiries
<ul style="list-style-type: none"> • What are the arguments for free trade? • What are the arguments against free trade? • Why did the United States sign on to the North American Free Trade Agreement? • Has NAFTA achieved its goals?

- HS.E.4a Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.
- HS.E.4b The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives to individuals and businesses that influence private sector spending, saving, and investment.
- HS.E.4c The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.
- HS.E.4d Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.

APPENDIX

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES: THE THEMES OF SOCIAL STUDIES

CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

TIME, CONTINUITY, AND CHANGE

Social studies programs should include experiences that provide for the study of the past and its legacy.

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time, and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments.

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today’s social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places, and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways. In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a

variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

POWER, AUTHORITY, AND GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local economies and social systems?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants vs. needs. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.

SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.

There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?

This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues as well as the knowledge base for considering responses to the societal issues related to science and technology.

Young children learn how science and technologies influence beliefs, knowledge, and their daily lives. They study how basic technologies such as telephones, ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams,

and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of the effects of technologies such as the wheel, the stirrup, an understanding of DNA, and the Internet. In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.

GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.

In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past, exist currently, and are likely in the future? How do ideas spread between societies in today's interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?

Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. By interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine policy alternatives that have both national and global implications.

This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world. In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.

CIVIC IDEALS AND PRACTICES

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock

elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES: A FRAMEWORK FOR TEACHING, LEARNING, AND ASSESSMENT

Published in 2010, the National Council for Social Studies National Curriculum Standards consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines.

NCSS believes that effective social studies programs include experiences that provide for the study of:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

Published in 2013 and the result of a three year state-led collaborative effort, the C3 Framework was developed to serve two audiences: **for states** to upgrade their state social studies standards and **for practitioners** — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the State Standards for English Language Arts and Literacy in History/Social Studies. The C3 Framework is designed to guide states in their efforts to upgrade their social studies standards and to inform the pedagogical approaches of social studies educators across the nation.

The C3 Framework is organized around four dimension of inquiry:

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 2: Applying Disciplinary Tools and Concepts
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

From: National Council for the Social Studies, www.socialstudies.org/standards

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS: GUIDANCE FOR ENHANCING THE RIGOR OF K-12 CIVICS, ECONOMICS, GEOGRAPHY, AND HISTORY

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In June 2017, a Religious Studies Companion Document was added as a Supplement to the C3 Framework. It is included in the downloadable pdf file of the Framework.

What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasize skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

What are the instructional shifts for social studies?

The C3 Framework, like the State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century.

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Connections to the State Standards for English Language Arts and Literacy in History/Social Studies

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions are strategically aligned to the State Standards for English Language Arts and Literacy in History/Social Studies.

From: National Council for the Social Studies, <https://www.socialstudies.org/c3>

CATHOLIC CHURCH HISTORY RESOURCES

Church History for middle school students. Lesson plans, video links, resources, etc.

<https://catholicreligionteacher.com/churchhistory/>

Church History Timeline AD 0-2000. Diocese of Fr. Wayne, South Bend IN,

<http://www.diocesefwsb.org/Data/Resources/bf0b0881fa8bc7eb20fdd14f1360af0b-6-2009-Church-History-Timeline-Final.pdf>

Church History Timeline – St. Borromeo Catholic Church. One page tree showing each church that has broken away from the Catholic Church from AD 0 – present time.

<http://www.scborromeo.org/truth/figure1.pdf>

Catholic Church History Timelines – Catholic Bridge. Timeline 1 – 500 AD; timeline of the bible, 51 – 1546 AD; timeline of Catholic/Orthodox Church relations, 300- 2001 AD; Popes back to Peter with active links to all up until Pope Pius X from New Advent.

<http://catholicbridge.com/catholic/timeline-of-catholic-church.php>

American Catholic History Research Center Resources – The Catholic University of America

“This exhibit contains links to digitized primary source documents and photos, as well as annotations and other resources for teaching American History from a Catholic Perspective. Created with high school teachers in mind, the links and annotations attempt to highlight documents that can be useful as examples in 9 specific areas of American History. The site could, potentially, be used by student as a starting point for primary source research.”

<https://cuomeka.wrlc.org/exhibits/show/hsresources>

An Overview of Christian History – compiled by Felix Just, S.J., Ph.D., Highlights from and Supplements to *People of God: The History of Catholic Christianity* by Anthony E. Gilles (St. Anthony Messenger Press, 2000)

<http://catholic-resources.org/Courses/Christianity-Gilles.htm>

CICI: Catholic Identity Curriculum Integration: <http://cici-online.org/catechetical-connections/resources-for-students>

Catholic Online, saints, current events, etc.: www.catholic.org

USCCB website: <http://www.usccb.org/>

Vatican website: www.vatican.va

Liturgical year/saints/This Sunday's Liturgy: see www.sadlierreligion.com

PAPAL DOCUMENTS ON CATHOLIC SOCIAL TEACHING

[Rerum Novarum](#) (On the Condition of Labor)—Pope Leo XIII, 1891

[Quadragesimo Anno](#) (After Forty Years)—Pope Pius XI, 1931

[Mater et Magistra](#) (Christianity and Social Progress)—St. John XXIII, 1961

[Pacem in Terris](#) (Peace on Earth)—St. John XXIII, 1963

[Gaudium et Spes](#) (Pastoral Constitution on the Church in the Modern World)—Second Vatican Council, 1965

[Dignitatis Humanae](#) (Declaration on Religious Freedom)—Second Vatican Council, 1965

[Populorum Progressio](#) (On the Development of Peoples)—Blessed Paul VI, 1967

[Octogesima Adveniens](#) (A Call to Action)—Blessed Pope Paul VI, 1971

[Evangelii Nuntiandi](#) (Evangelization in the Modern World)—Blessed Paul VI, 1975

[Laborem Exercens](#) (On Human Work)—St. John Paul II, 1981

[Sollicitudo Rei Socialis](#) (On Social Concern)—St. John Paul II, 1987

[The Church and Racism: Towards a more fraternal society](#) —Pontifical Council for Justice and Peace, 1989

UNITED STATES CATHOLIC BISHOPS DOCUMENTS

[Forming Consciences for Faithful Citizenship](#), *November 2015*, [November 2011](#), [November 2007](#)

[Labor Day Statements](#)

[Respecting the Just Rights of Workers](#), *June 2009*

[A Culture of Life and the Penalty of Death](#) / [en Español](#) *November 2005*

[Catholics in Political Life](#), *June 2004*

["For I Was Hungry and You Gave Me Food"](#) Catholic Reflections on Food, Farmers, and Farmworkers | [en Español](#) *December 2003*

[Strangers No Longer](#) | [en Español](#) *January 2003*, Joint Statement from Bishops of the United States and Mexico

[A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Respect the Dignity of All God's Children](#) | [en Español](#) , *December 2002*

[Statement on Iraq](#), *November 2002*

[Statement on Israeli-Palestinian Violence](#), *March 2002*

[A Call to Solidarity with Africa](#) | [en francais](#), *November 2001*

[A Pastoral Message: Living with Faith and Hope After September 11](#), *November 2001*

[Resolution on the Israeli-Palestinian Crisis](#), *June 2001*

[Centesimus Annus](#) (The Hundredth Year)—St. John Paul II, 1991

[Veritatis splendor](#) (The Splendor of Truth)—St. John Paul II, 1993

[Evangelium Vitae](#) (The Gospel of Life)—St. John Paul II, 1995

[Dignitas Personae](#) (The Dignity of a Person)—Congregation for the Doctrine of the Faith, 1998

[Ecclesia in America](#) (The Church in America)—St. John Paul II, 1999

[Fides et Ratio](#) (Faith and Reason)—St. John Paul II, 1998

[Doctrinal Note on Some Questions Regarding the Participation of Catholics in Political Life](#) - Congregation for the Doctrine of the Faith, 2002

[Compendium of the Social Doctrine of the Church](#) —Pontifical Council for Justice and Peace, 2004

[Deus Caritas Est](#) (God Is Love)—Pope Benedict XVI, 2005

[Sacramentum Caritatis](#) (The Eucharist as the Source and Summit of the Church's Life and Mission)—Pope Benedict XVI, 2007 (especially paragraphs 47, 49, 82-84, and 88-92)

[Caritas in Veritate](#) (Charity in Truth)—Pope Benedict XVI, 2009

[Evangelii Gaudium](#) (The Joy of the Gospel)—Pope Francis, 2013

[Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good](#) | [en Español](#) *June 2001*

[Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice](#) | [en Español](#) *November 2000*

[Welcoming the Stranger Among Us: Unity in Diversity](#) | [en Español](#) *November 2000*

[Everyday Christianity: To Hunger and Thirst for Justice](#) | [en Español](#) *November 1999*

[In All Things Charity: A Pastoral Challenge for the New Millennium](#), *November 1999*

[A Good Friday Appeal to End the Death Penalty](#) | [en Español](#) *April 1999*

[A Commitment to All Generations: Social Security and the Common Good](#), *May 1999*

[A Jubilee Call for Debt Forgiveness](#), *April 1999*

[Living the Gospel of Life](#) | [en Español](#) *November 1998*

[Sharing Catholic Social Teaching: Challenges and Directions](#) | [en Español](#) *June 1998*

[Called to Global Solidarity](#) | [en Español](#) *November 1997*

[A Catholic Framework for Economic Life](#) | [en Español](#) *November 1996*

[A Decade After Economic Justice for All](#) | [en Español](#) *November 1995*

Laudato Si' (On Care for Our Common Home)—Pope Francis, 2015

Sowing Weapons of War, June 1995

Moral Principles and Policy Priorities for Welfare Reform, March 1995

The Cries of the Poor are Still with Us,
September 1995

Confronting a Culture of Violence | **en Español** November 1994

Communities of Salt and Light | **en Español**
November 1993

The Harvest of Justice is Sown in Peace,
November 1993

A Framework for Comprehensive Healthcare Reform, 1993

When I call for Help: A Pastoral Response to Domestic Violence Against Women | **en Español**
September 1992

A Matter of the Heart, *November 1992*

Renewing the Earth | **en Español**, 1991

A Century of Social Teaching, 1990

New Slavery, New Freedom, 1990

Called to Compassion and Responsibility,
November 1989

Toward Peace in the Middle East, 1989

Homelessness and Housing, March 1988

Statement on Central America | **en Español**
Economic Justice for All | **en Español**,
November 1986

The Challenge of Peace, 1983

	<p><u>Statement on Capital Punishment,</u> November 1980</p> <p><u>In the Name of Peace: Collective Statements on War and Peace,</u> 1919-1980</p> <p><u>Brothers and Sisters to Us en Español,</u> 1979</p> <p><u>Pastoral Statement on Persons with Disabilities,</u> 1978</p> <p><u>Declaration on Conscientious Objection and Selective Conscientious Objection,</u> October 1971</p>
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THE CARDINAL NEWMAN SOCIETY CATHOLIC SCHOOL

CURRICULUM STANDARDS HISTORY RESOURCES

Best Practice Suggestions for History in Catholic Schools, Grades K-6

- Use an interdisciplinary approach – History, Literature, Theology.
- Emphasize the sociological and cultural process and achievements, including moral values, over a series of disjointed events.
- Use historical fiction to complement and elaborate on the stories of history.
- Combine selections from historical texts discussing external developments surrounding Christendom with texts that study Christianity itself and its expressions of human thought, life, and institutions throughout the ages.
- Consider dividing history into four or six successive time periods based on distinctive movements of culture. For instance: Ancient History – 5000 BC to 400 AD; Medieval/Early Renaissance 400 AD – 1600 AD; Late Renaissance/Early Modern 1600 AD – 1850 AD; Modern Times. Another option: 1. Patristic Christianity, from the first to the beginning of the fourth century; 2. Patristic Christianity, from the fourth to the sixth centuries; 3. The Formation of Western Christendom, from the sixth to the eleventh centuries; 4. Medieval Christendom, from the eleventh to the fifteenth centuries; 5. Divided Christendom, from the sixteenth to the eighteenth centuries; 6. Secularized Christendom, from the eighteenth century to today.

Best Practice Suggestions for History in Catholic Schools, Grades 7-12

- Use an interdisciplinary approach – History, Literature, Theology.
- Whenever possible use primary texts (or translations) in historical inquiry.
- Whenever possible incorporate Socratic discussions into history.
- Emphasize the sociological and cultural process and achievements, including moral values, over a series of disjointed events.

History – Resources

[Catholic Textbook Project](#): *From sea to shining sea, All ye lands, Light to the nations Part I & II, Lands of hope and promise.* (Teacher manuals and student workbooks).

[Massachusetts history and social science curriculum framework: August 2003](#). Recommended by Dr. Sandra Stotsky.

Weidenkopf, S. (2009). *Epic: A journey through Church history*. Contains DVDs, CDs, Student Workbook, and Time-line.

CATHOLIC PIONEERS OF KENTUCKY

Tim Talbott

Kentucky's earliest settlers came from the states of the mid-Atlantic region. While Virginia, Kentucky's mother state, probably sent the most migrants, North Carolina, Pennsylvania, and Maryland also sent significant numbers. Many who came from Maryland were Catholics who established parishes in the "new West."

Among those determined to immigrate to Kentucky were a group sixty Maryland Catholic families, largely from St. Mary's County. In 1785, about twenty-five of those families made the journey on the Ohio River via flatboat to Limestone (now Maysville) and then overland to the fortified Goodwin's Station in present-day Nelson County. Leaving the women and children at Goodwin's Station, the men of the party, led by Basil Hayden, set out for claimed lands on Pottinger's Creek in present-day Marion County. After the land was cleared, homes were built and crops were planted.

The first priest to serve at the newly-formed Pottinger's Creek community was a Father Whelan, who arrived in 1787 and served for three years. Because a church was not immediately erected, services were held in private homes. Finally, in 1792, a log structure was constructed by Rev. William de Rohan, which proved to be the first Catholic church built west of the Allegheny Mountains. This church was called Holy Cross. The present church at Holy Cross was constructed in 1823 under the direction of Belgian missionary Charles Nerinckx. Father Robert Byrne served as pastor of Holy Cross for its first twenty years.

In 1805, an order of Trappist monks (Order of Cistercians of the Strict Observance) who had been driven out of France by Napoleon arrived and leased land for a cloister. They later purchased land, but, unable to pay the debt, they returned to France in 1809. An order returned to Kentucky in 1848 and established Our Lady of Gethsemane near their original location.

During the nineteenth century, Catholic communities flourished in nearby Bardstown. Later, migrants from Ireland and Germany formed large Catholic parishes in Louisville and Covington. However, to this day, Holy Cross is considered the cradle of Catholicism in Kentucky.

SOCIAL STUDIES RESOURCES*

“America, A Narrative History”: A text published by WW Norton. As a free supplement to the book, Norton has published ten Google Earth tours. These tours include major themes and events in US History, providing history lessons within a geographic context.

6 Cool Interactive Sites To Learn More About American History: awesome interactive resources to learn the following topics in depth:

<http://www.makeuseof.com/tag/6-cool-interactive-sites-learn-americanhistory/>

7 Places to Find & Watch Documentaries Online:

<http://www.freetech4teachers.com/2012/09/7-places-to-find-watchdocumentaries.html#.VSpclPnF-68>

7 Useful YouTube Channels for History Teachers: A Consortium of nonpartisan, nonprofit organizations committed to strengthening civic life in the U.S. by increase the quality of civics education in our nation’s schools and by improving accessibility to high-quality, no-cost learning materials.

<http://www.freetech4teachers.com/2012/02/7-useful-youtube-channels-forhistory.html#.VSpVWvnF-68>

Abraham Lincoln site: <http://www.abrahamlincolnonline.org/lincoln.html>

ActiveHistory: <http://www.activehistory.co.uk/gallery/>

ALA Top 25 Websites for Teaching and Learning: Allows users to create timelines that incorporate text, images, audio, and video, you can embed the timeline in a blog or share it via email, available in English and Spanish.

<http://www.ala.org/aasl/awards/best>

American Memory from the Library of Congress: American Memory provides “free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

<https://memory.loc.gov/ammem/index.html>

American Muslim Women’s Association: Ancient history, British history, World war, Historic figures, Family history, Hands on history, History for kids and History games.

<http://www.amwa.us>

American Panorama: This interactive atlas highlights events that have occurred in U.S. history.

<http://dsl.richmond.edu/panorama/>

American Social History Project: Research-based resources which highlight American diversity

<https://ashp.cuny.edu/>

Annenberg Learning: http://www.learner.org/interactives/?page=1&per_page=20&query=

Arabian American Oil Company: <http://www.saudiaramcoworld.com>

BBC history site – <http://www.bbc.co.uk/history>

Big History Project: By sharing the big picture and challenging middle and high school students to look at the world from many different perspectives, we hope to inspire a greater love of learning and help them better understand how we got here, where we're going, and how they fit in.

<https://school.bighistoryproject.com/bhplive>

Bread for the World: <http://www.bread.org/hunger/us/>

California History-Social Science Project: A statewide network of scholars and K-12 teachers, dedicated to providing the highest quality history instruction, with a special focus on meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities.

<http://chssp.ucdavis.edu/>

Calisphere: <http://www.calisphere.universityofcalifornia.edu/>

Catholic Apostolate Center Resources: Resources for Catholic Social Teaching, Cultural Diversity, Prayer and Catechesis, Faithful Citizenship, Christian Unity, Laudato Si', and more.

<https://www.catholicapostolatecenter.org/resources.html>

Catholic Curriculum Exchange: We were founded by Catholic teachers who wanted something different — inspiring professional development programs and classroom-ready Catholic textbooks and catechetical resources that more effectively engage students and their families.

<https://sophiainstituteforteachers.org/curriculum>

Center for Civic Education: <http://www.civiced.org/>

Center for History and New Media: Improving teaching and learning about the past through innovative digital resources, tools, and strategies.

<http://chnm.gmu.edu/teaching-and-learning/>

Classroom Law Project: The Classroom Law Project brings vital and engaging civics and law-related education programs into schools, teaching students at all grade levels the values and skills essential to being a participating citizen in our democracy.

<https://www.classroomlaw.org/>

Crash Course World History: Courses in one YouTube channel- World History, US History, Economics, U.S. Government and Politics.

<https://www.youtube.com/user/crashcourse/search?query=social+studies>

Constitutional Rights Foundation Chicago: CRFC strengthens American democracy by providing elementary and secondary students with hands-on learning about the Constitution to prepare them for informed civic engagement.

<http://www.crfc.org/teaching-materials>

C-SPAN Classroom: <http://www.c-spanclassroom.org/>

Cultural Institutions: New cultural education site

<http://nyscultural.org/>

DECA: Prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. The High School Division includes 185,000 members in 5,000 schools. The Collegiate Division (formerly known as Delta Epsilon Chi) includes over 15,000 members in 200 colleges and universities. Teachers and students can join the membership programs with very small fees.

<http://www.fold3.com/?xid=159A>

Digital History: Digital History Using New Technologies to Enhance Teaching and Research

<http://digitalhistory.unl.edu/>

Digital Public Library of America - A collection of historical and cultural items

<https://dp.la/>

Digital Vaults: Digitally archives historical documents, photos, and other media from institutions all over the world.

<http://www.digitalvaults.org/>

Discovery Education Virtual Field Trips: Take your students beyond the classroom walls and into some of the world's most iconic locations for rich and immersive learning experiences.

<http://www.discoveryeducation.com/Events/virtual-field-trips/explore/by-subject/social-studies.cfm>

DocsTeach: An online teaching tool from the US National Archives for teachers to find and create interactive learning activities with primary-source documents that promote historical thinking skills in 21st century classroom.

<https://www.docsteach.org/>

Discovery: gives access to free classroom-ready lesson plans and activities for K-12 education, organized by grade level and subject for science, social studies, and literature.

<http://www.discoveryeducation.com/>

ECHO: George Mason University. Comprehensive guide to websites in the history of science, technology, and industry.

<http://echo.gmu.edu/>

Echoes and Reflections: <http://www.echoesandreflections.org>

EconEDlink: <http://www.econedlink.org/>

EDSITEment! The Best of the Humanities on the Web: National Endowment for the Humanities website of lessons and other resources.

<https://edsitement.neh.gov/lesson-plans>

Edutecher: Links to all kinds of educational sites, videos, lesson plans.

<http://www.edutecher.net/links.php>

EdTech Teacher: Aims to provide quick, convenient, and reliable access to the best history-oriented resources online in a wide range of categories and has been designed to benefit history teachers and their students.

<http://besthistorysites.net/>

Edutopia Online: <http://www.edutopia.org/>

Exile: Exile is one of the core, yet often overlooked, themes underlying the entire Biblical storyline. In this video, we'll see how Israel's exile to Babylon is a picture of all humanity's exile from Eden. As you might guess, Jesus is the one to open the way back home.

https://www.youtube.com/watch?v=xSua9_WhQFE

Eyewitness Exhibits: (Archives.gov) <http://www.archives.gov/exhibits/eyewitness/>

Eyewitness to History: <http://www.eyewitnesstohistory.com/>

FBI: <http://www.fbi.gov/>

Facing History and Ourselves: Empowering teachers & students to think critically about *history* & to understand the impact of their choices.

<https://www.facinghistory.org/>

Fold3 – The Arizona Memorial: <http://www.fold3.com/?xid=159>

Fordham University Internet History Sourcebooks Project:
<https://sourcebooks.fordham.edu/>

Frederick Douglass Family Foundation: <http://www.fdfi.org>

Free Documentary TV: <http://www.freedocumentary.tv/genre/news-politics/>

Freedom a History of US For teachers: <http://www.pbs.org/wnet/historyofus/teachers/>

Games for Learning Social Studies: <http://classroom-aid.com/educational-resources/social-study/learning-games-social-studies/>

Gilder Lehrman Institute of American History: <https://www.gilderlehrman.org>

Go Social Studies Go: <http://www.gosocialstudiesgo.com/>

Google Life Archive: <http://images.google.com/hosted/life>

H2O for Life: <http://www.h2oforliveschools.org>

H-Kentucky Humanities and Social Sciences Online: <https://networks.h-net.org/node/2289/h-kentucky-resources>

High School Financial Planning Program: <http://www.hsfpp.org/>

Hindu Foundation of America: <http://www.hafsite.org/resources>

HipHughes History: HipHughes History has over 300 Instructional Videos for students of the Social Studies, teachers flipping their class and life-long learners. So whether you're looking for a pedagogical ally, a non-biased explanation of that new Supreme Court case or you're a kid who needs to study HHH has your brain's back!

<https://hiphugheshistory.weebly.com/>

Hippocampus: Free, core academic web site that delivers rich multimedia content—videos, animations, and simulations—on general education subjects to middle-school and high-school teachers and college professors, and their students.

<https://www.hippocampus.org/>

Historical Thinking Matters: Focused on key topics in U.S. history, that is designed to teach students how to critically read primary sources and how to critique and construct historical narratives.

<http://historicalthinkingmatters.org/>

History Animated: <http://historyanimated.com/newhistoryanimated/>

History Departments Around the World: <http://chnm.gmu.edu/history-departments-around-the-world/departments/?do=find>

History Matters: <http://historymatters.gmu.edu/search.php>

History Tech: Using technologies in teaching Social Studies

<https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/>

Historypin: <https://www.historypin.org/>

iCivics: iCivics gives students the necessary tools to learn about and participate in civic life, and teachers the materials and support to achieve this goal. Free resources include print-and-go lesson plans, interactive digital tools, and award-winning games

<https://www.icivics.org/>

iEARN: is an international (30 countries) non-profit organization that encourages and facilitates the use of Internet indexes.

<http://www.iearn.org>

Indian Ocean in World History: <http://www.IndianOceanHistory.org>

Integrating ELA and Social Studies in teaching about the Revolutionary War: Interactive Evolution of States

<http://www.mapofus.org/> (Search tip : Add “source:life” to any Google image search and search only the LIFE photo archive. For example: computer source:life)

John F. Kennedy Presidential Library: <http://www.jfklibrary.org/>

Journey of Mankind: <http://www.bradshawfoundation.com/journey/>

Kids.gov Social Studies Resources: lets anyone can draw and type on a map with all of the zoom options and most of the search options available on Google Maps.

<http://kids.usa.gov/teachers/social-studies/index.shtml>

Kentucky- 50 US States: <http://50states.mrdonn.org/kentucky.html>

Kentucky Council for the Social Studies Resources: <http://www.kysscouncil.org/kentucky-resources.html>

Kentucky Historical Society: <https://history.ky.gov/category/collections/>

Liberty Day Institute: <http://www.libertyday.org/index.php>

Learning Page: <http://www.loc.gov/teachers>

Lesson Plan Archive: <http://www.nytimes.com/learning/teachers/lessons/archive.html>

Library of Congress: One of the world's largest collection of online digital resources for social studies.

<https://www.thetechadvocate.org/15-best-social-studies-websites-teachers/>

Library of Congress Learning Page: <http://www.loc.gov/teachers/index.html>

Lincoln Archives: <http://www.lincolnarchives.us/>

MapMaker: Interactive (a tool from National Geographic)

http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000

Mapping America: Census data by zip code, it offers four categories of maps that you can explore; education, housing and families, income, and race and ethnicity.

<http://projects.nytimes.com/census/2010/explorer?hp>

Mapping the Census Interactive Map: Military records and photos

<http://projects.nytimes.com/census/2010/explorer>

National Archives: A collection of U.S. history docs and other resources.

<https://www.archives.gov/>

National Constitution Center: The first and only institution in America established by Congress to “disseminate information about the United States Constitution on a non-partisan basis in order to increase the awareness and understanding of the Constitution among the American people.

<https://constitutioncenter.org/>

National Council for the Social Studies: Preparing students for college, career and civic life.

<http://www.socialstudies.org/>

National Council for the Social Studies: C3 Framework: <https://www.socialstudies.org/c3>

National Endowment for Financial Education: <http://www.nefe.org>

National Endowment for the Humanities: <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence>

National Geographic: <http://natgeoed.org>

National Geographic Teachers Site: Outstanding database of engaging photos and videos that are related to social studies.

<http://education.nationalgeographic.org/education/>

National Museum of American History: <http://americanhistory.si.edu/>

National Park Service Geological Resources: www.nature.nps.gov/geology

National Park Service: <http://www.nps.gov/kids/>

National Portrait Gallery: <http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp>

National WWII Museum: <https://www.nationalww2museum.org/>

National Women’s History Museum: <http://www.libertyday.org/index.php>

New York State Museum: <http://www.nysm.nysed.gov/>

New York State Social Studies Field Guide: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>

Newspaper Map: <http://newspapermap.com/>

Not Another History Teacher History and Technology- A Perfect Pair:
<http://notanotherhistoryteacher.edublogs.org/>

Online Interactive Resources for Social Studies (Ten pages of resources in this document):
http://www.einstruction.com/files/default/files/samples/Soc-Interactive_Websites.pdf

Pare Lorentz Center: <http://parelorentzcenter.org./>

PBS- History Detectives: <http://www.pbs.org/opb/historydetectives/educators/technique-guide/online-resources/>

PBS TeacherSource: Lesson plans, TV programs, professional development and videos.
<http://www.ket.pbslearningmedia.org/>

Pinterest Social Studies Resources: <https://www.pinterest.com/lauracandler/social-studies-teaching-resources/>

Primary Source: <http://www.primarysource.org/>

Resources for History Teachers: <http://resourcesforhistoryteachers.wikispaces.com/>

Salem Witchcraft Accusation History: <http://www2.iath.virginia.edu/bcr/salem/salem.html>

Scribble Maps: <http://scribblemaps.com>

Sikh Coalition: <http://www.sikhcoalition.org/resources/about-sikhs>

Smarthistory.org: From Khan Academy.

<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/cave-paintingcontemporary-art-and-everything-in-between>

Smithsonian Center for Education: <http://www.si.edu/>

Smithsonian: <http://www.si.edu/>

Smithsonian's History Explorer: <http://historyexplorer.si.edu/home/>

Smithsonian Learning Lab: <https://learninglab.si.edu/>

Social Studies & History Teacher: <https://multimedialearningllc.wordpress.com/>

Stanford History Education Group: Research-based social studies curriculum that sparks historical research.

<https://sheg.stanford.edu/>

State Library and Archives: <http://sos.tn.gov/tsla/online-resources>

Sultan Qaboos Cultural Center: <http://www.sqcc.org/>

Teach UNICEF: <http://teachunicef.org>

Teachers First: <http://www.teachersfirst.com/matrix.htm>

Teachers Network: This site features major initiatives of the veteran non-profit organization designed for teachers, by teachers.

Teaching Tolerance: <http://tolerance.org>

Teaching American History: <http://teachingamericanhistory.org/library/>

Teaching with Primary Sources: Teaching with Primary Sources offers free K-12 professional development thanks to funds provided by the Library of Congress.

<http://library.mtsu.edu/tps/>

Teaching History: Website that collects history resources and materials and provides support for K-12 history teachers through funding from the U.S. Department of Education.

<https://www.teachinghistory.org/>

The British Museum: http://www.britishmuseum.org/explore/young_explorers1.aspx

The Center on Congress at Indiana University: A good collection of interactive, role-playing activities for learning about how the United States’ government functions. In “How a Member Decides to Vote” students take on the role of a Congressman or Congresswoman for a week. During the simulated week, students receive phone calls from constituents, read newspaper headlines, meet with constituents, meet with lobbyists, and attend meetings with other Congressmen and Congresswomen.

<http://congress.indiana.edu/>

The Economics of Seinfeld: uses clips (as well as clips from other television shows or movies) to make economic concepts come alive, making them more real for students.

<http://yadayadayadaecon.com/>

The Flow of History: Written by a High School History teacher as a series of flow charts that are easy to follow.

<http://www.flowofhistory.com/>

The Google Cultural Institute: <https://www.google.com/culturalinstitute/home>

The History 2.0 Classroom: <http://kulowiectech.blogspot.com/2011/11/choose-your-own-adventure-videos.html>

The History Channel: Your must-have site for history resources, including teaching materials, TV shows, videos, games.

www.history.com

The Howard Zinn Project: Based on the lens of history highlighted in Howard Zinn’s best-selling book *A People’s History of the United States*, the website offers free, downloadable lessons and articles organized by theme, time period, and reading level.

<https://www.zinnedproject.org/>

The Inquiry Design Model: The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers’ knowledge and expertise, avoids over prescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the *College, Career, and Civic Life (C3) Framework for State Social Studies Standards* (2013). Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define a curricular inquiry.

<http://www.c3teachers.org/>

The Learning Network: The New York Times is the resources for teaching based on New York Times content, with lesson ideas and quizzes on news.

<http://learning.blogs.nytimes.com>

The Library of Congress: The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

www.loc.gov

The Metropolitan Museum of Art:

<http://www.metmuseum.org/research/metpublications/titles-with-full-text-online?searchtype=F>

The National Archives' Digital Classroom: The Smithsonian is the single largest museum in the world and houses many treasures from the U.S. and abroad. This site contains lesson plans, online resources, and links to images, publications, and music for every subject area.

<http://www.archives.gov/education/>

The New York Times Learning Network: On the web lesson plan archive that can be searched by keyword, searched by subject, or browsed by subject.

<http://www.nytimes.com/learning/>

The Oyez Project: Chicago-Kent is a multimedia archive devoted to the Supreme Court of the United States and its work.

<http://www.oyez.org/about>

The University of Florida Digital Collections (UFDC): Hosts more than 300 outstanding digital collections, containing over seven million pages of unique manuscripts and letters, antique maps, rare children's literature books, theses and dissertations, newspapers, historic photographs, oral histories, and more.

<http://ufdc.ufl.edu/>

The Web Quest Page: <http://webquest.org/index.php>

The World Digital Library (WDL): <http://www.wdl.org/en/>

Thinkfinity: <http://www.thinkfinity.org/content-partners.html>

Timelines.tv: <http://timelines.tv/>

Times for Kids: <http://www.timeforkids.com/>

United Nations: <http://www.un.org/en/index.html>

United States Census Bureau: <http://www.census.gov/>

United States Conference of Catholic Bishops: www.usccb.org

United States Department of the Treasury: <http://www.treasury.gov/Pages/default.aspx>

United States Government site for children: <http://kids.usa.gov/>

United States House of Representatives: <http://www.house.gov/>

United States Mint: <http://www.usmint.gov/>

United States Senate: <http://www.senate.gov/>

US Government Teachers Blog: <http://usgovteducatorsblog.blogspot.com/>

US History: <http://www.ushistory.org/>

US History Teachers Blog: <http://ushistoryeducatorblog.blogspot.com/>

US History Tours: <http://www.wnorton.com/college/history/america8/full/historytours.aspx>

Use Game-Based Learning to Teach Civics (Edutopia): <http://www.edutopia.org/blog/game-based-learning-civics-andrew-miller>

Vatican Museums: http://mv.vatican.va/3_EN/pages/MV_Home.html

Virtual Middle School Library of Social Studies Resources:

<http://www.sldirectory.com/teachf/socsci.html>

Voices of Democracy: Collection of primary source documents that produce a sound starting point for any historical research project

<http://voicesofdemocracy.umd.edu/>

Women's Rights National Historical Park: <http://www.nps.gov/wori/index.htm>

World History for Us All: <http://worldhistoryforusall.sdsu.edu/default.php>

World History Matters: A portal to world history websites including Women in World History, World History Sources and more.

<http://worldhistorymatters.org/>

World History Sources from George Mason University:

<http://chnm.gmu.edu/whm/searchwhm.php>

World History Teachers Blog: <http://worldhistoryeducatorsblog.blogspot.com/>

Specific websites for Teaching American History- A list of websites:

- http://americanhistory.si.edu/exhibitions/small_exhibition.cfm?key=1267&exkey=143&pagekey=236
- [http://docsteach.org/documents/search?mode=browse&menu=open&era\[\]=revolution-and-the-new-nation](http://docsteach.org/documents/search?mode=browse&menu=open&era[]=revolution-and-the-new-nation)
- <http://ebookbrowse.com/pn-declaration-of-independence-lesson-plan-grades-7-through-12-rtf-d137433328>
- <http://edsitement.neh.gov/lesson-plan/declare-causes->
- <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence#sect-activities>
- http://en.wikipedia.org/wiki/Disease_in_colonial_America
- <http://exchange.smarttech.com> (search for Declaration of Independence and grade level in ELA)
- <http://legacy.fordham.edu/halsall/index.asp>
- <http://memory.loc.gov/ammem/index.html>
- <http://memory.loc.gov/ammem/index.html> (folklore/culture)
- <http://memory.loc.gov/ammem/index.html> (Women/African-Americans and Religion)
- http://odur.let.rug.nl/~usa/H/1994/ch3_p14.htm
- <http://questgarden.com/search/>
- <http://video.pbs.org/video/2097324181>
- http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/3-2_SCIENTIS.htm
- <http://www.ala.org/aasl/standards-guidelines/best-websites/2013#snandcomm>
- <http://www.americanrevolution.org/home.html> (genealogy)
- http://www.archives.gov/digital_classroom/index.html
- <http://www.archives.gov/nae> (click digital vaults)
- <http://www.civicsrenewalnetwork.org>
- <http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>
- <http://www.educatorstechnology.com/2012/08/8-excellent-free-timeline-creation.html>
- http://www.kidinfo.com/American_History/American_Revolution.html (Slavery/women/spies)
- http://www.kidinfo.com/American_History/American_Revolution.html (Spy Writing)
- http://www.kidinfo.com/American_History/American_Revolution.html (Pictures & Videos)
- <http://www.nationalparks.org> (American Revolution)
- <http://www.nmai.si.edu/> (Native American Art)
- <http://www.nps.gov/teachers/teacher-resources.htm?q=National+Park>
- <http://www.p12.nysed.gov/ciai/chf/chf.html>
- <http://www.paulreverehouse.org/gift2/details/46-51.pdf> (Paul Revere)

- <http://www.pbs.org/teachers/thismonth/patriotism/index3.html>
- <http://www.pbs.org/wgbh/aia/part2/2narr4.html> (African-Americans)
- <http://www.smithsonianmag.com/>
- <http://www.teachervision.com/lesson-plans/lesson-5776.html>
- <http://www.theconstitutional.com/about/credits.html> (Walking tour of Philadelphia)
- <http://www.thefreedomtrail.org>
- <http://www.timerime.com>
- http://www.uen.org/utahlink/tours/fieldtrips2.cgi?core_area_id=4
- <http://www.ushistory.org/ValleyForge/history/weather.html>
- <http://www.vcdh.virginia.edu/jamestown/page2.html> (Virtual Jamestown)
- <http://www2.si.umich.edu/spies> (invisible ink)
- <https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/>
- <https://twitter.com/PatriotCast>
- <http://patriotcast.wordpress.com/>
- <https://www.engageny.org/resource/role-research-common-core-instruction>
- <https://www.gilderlehrman.org/>

From: Diocese of Knoxville Social Studies Curriculum Standards

(<https://1saxj2i1vq934y49o1o3msw9lu-wpengine.netdna-ssl.com/wp-content/uploads/2018/01/Diocese-of-Knoxville-Social-Studies-Curriculum-Standards-PK-4-2.pdf>) and the Diocese of Owensboro Catholic Schools' Office research.

As websites change, please be sure to check prior to using a site with students. A reminder that it is the expectation that Catholic school teachers preview all materials used with students for appropriate content, especially understanding the continual changing of digital content.

SOCIAL STUDIES ONLINE ASSESSMENT RESOURCES

5 Tips for Better Social Studies Bellringers

<https://www.c3socialstudies.com/5-tips-for-better-bellringers/>

Civics Q/A

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

<https://www.uscis.gov/citizenship/teachers/educational-products/100-civics-questions-and-answers-mp3-audio-english-version>

Kahoot!

Create, share and play fun learning games or trivia quizzes.

<https://kahoot.com/>

Goformative

Choose a premade formative from the library and edit any question to adjust for your students.

<https://goformative.com/>

Quizizz

Free self-paced quizzes to review, assess, and engage.

<https://quizizz.com/>

Newsela

Social Studies text sets

<https://newsela.com/>

SAMPLE PARENT/GUARDIAN LETTER

Dear Parents/Guardians,

The Social Studies curriculum for the Diocese of Lexington has been designed to infuse the faith into national standards for the subject. Your support of faith's integration will assist in it being a way of life versus just something learned at school.

How can you support this? It is strongly recommended that parents continue formation in Catholic Social Teaching. It is the goal that these principles become second nature to every student in our Catholic schools.

The curriculum can be found on the diocesan web-site. However, a general rereading of the various primary sources would be helpful.

The following Catholic primary sources are recommended. All are online.

1. www.usccb.org: search "Catholic Social Teaching." On this site you will find how the United States Conference of Catholic Bishops has organized Catholic Social Teaching into seven principles. This site is an excellent favorite as it stays up-to-date with statements on current issues. As a faithful citizen, this site helpful on many levels.
2. *Catechism of the Catholic Church*: The numbers to paragraphs vary per grade topic per grade level. While you can look up topics as needed, these paragraphs are recommended: 1877-1948, 2197-2246, 2401-2449.
3. *Compendium of Catholic Social Teaching*: This is a large text found online with search boxes for further reading.

Catholic Social Teaching is an articulation of Gospel principles that has been given order and terminology in Church Encyclicals since the Industrial Revolution.

The content of Social Studies lends well to the integration of the Gospel and Catholic Social Teaching. We adults continually form our conscience as well as those of the souls God has entrusted to us. We are blessed to be in an environment that can place all in light of the faith.

BIBLIOGRAPHY

Archdiocese of Louisville, KY Social Studies Curriculum Framework, 2017

<https://louisvillecatholicschools.com/wp-content/uploads/2017/01/2017-Social-Studies-Framework.pdf>

Cardinal Newman Society Catholic School Curriculum Science Standards

<https://newmansociety.org/catholic-curriculum-standards/for-educators/>
<https://newmansociety.org/catholic-curriculum-standards/appendix-d/>

Catechism of the Catholic Church

http://www.vatican.va/archive/ccc_css/archive/catechism/p2s2.htm

Compendium of the Social Doctrine of the Church

http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html

Diocese of Knoxville, TN Social Studies Standards

<https://dioknox.org/schools/curriculum/>

Kentucky Department of Education Standards for Social Studies

https://education.ky.gov/districts/legal/Documents/KAS_Social_Studies_2019.pdf

National Council on Social Studies

<https://www.socialstudies.org/standards>

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

<http://www.catholicschoolstandards.org/the-standards/2014-07-13-13-36-30/download-the-standards>

New York Social Studies Standards

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

United States Conference of Catholic Bishops

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