



Integrated Faith Standards for Academic Curriculum

Social Studies Curriculum

Grades Kindergarten – Grade 8

*Revised 2022

“Education is an important mission, which draws young people to what is good, beautiful, and true.”

Pope Francis

Social Science is the study of society and the relationship of individual members within society. We use this knowledge to uncover the truth of our connection with one another through time and across geographic barriers. This study helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the importance of encounter; teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author. Students should be engaged to study the development of civilizations and learn about progress. When they are ready to appreciate it, students can be invited to reflect on the human struggle that takes place within the divine history [of universal salvation]. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur. - *The Religious Dimension of a Catholic School, 1988, # 58-59*

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God's Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.

- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

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

Catholic Standards for Social Science

Students will use Social Science...

- A. To nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.
- B. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- C. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as defined by Catholic social justice teaching.
- D. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level—to value the diversity among students in the classroom and school community as children of God. CSAD3
- E. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- F. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- G. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- H. To strive for a habitual vision of excellence. CSAD6

History - General Standards

- K-6.SS.IF.GS-1.0** Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
- K-6.SS.IF.GS-2.0** Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
- K-6.SS.IF.GS-3.0** Demonstrate an understanding of the cultural inheritance provided by the Church.

History – Intelligent Designer

- K-6.SS.IF.ID-1.0** Describe how history has a religious dimension and begins and ends in God.
- K-6.SS.IF.ID-2.0** Describe how Jesus, as God incarnate, existed in history just like we do.
- K-6.SS.IF.ID-3.0** Describe how learning history is a way to understand God’s role in humanity.
- K-6.SS.IF.ID-4.0** Explain the history of the Catholic Church and its impact in human events.
- K-6.SS.IF.ID-5.0** Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
- K-6.SS.IF.ID-6.0** Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
- K-6.SS.IF.ID-7.0** Explain how beliefs about God, humanity, and material things affect behavior.
- K-6.SS.IF.ID-8.0** Explain the human condition and the role and dignity of man in God’s plan.
- K-6.SS.IF.ID-9.0** Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from discerning previous patterns of change, knowledge of past events, and personal experiences.
- K-6.SS.IF.ID-10.0** Explain how historical events involving critical human experiences of good and evil help increase perspective and understanding of self, others, and God.
- K-6.SS.IF.ID-11.0** Identify the motivating values that have informed particular societies, and how they correlate with Natural Law and Catholic Social Teachings.
- K-6.SS.IF.ID-12.0** Examine how history can assist in the acquisition of values and virtues.

History – Dispositional Standards

- K-6.SS.IF.DS-1.0** Select and describe artifacts of beauty from different times and cultures.
- K-6.SS.IF.DS-2.0** Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
- K-6.SS.IF.DS-3.0** Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
- K-6.SS.IF.DS-4.0** Discriminate between what is positive in the world, what needs to be transformed, and what injustices need to be overcome.
- K-6.SS.IF.DS-5.0** Justify the significance and impact of the Catholic Church throughout history.
- K-6.SS.IF.DS-6.0** Develop a habitual vision of greatness.

AMERICAN HISTORY

History – Historical Inquiry and Analysis

- 1.SS.IA-1.0 Develop an understanding and use of a primary source.
- 1.SS.IA-2.0 Understand how to use primary texts or electronic sources to find answers to questions about an historical topic.

History – Historical Knowledge

- 1.SS.HK-1.0 Understand history tells the story of people and events of other times and places.
- 1.SS.HK-2.0 Compare modern life with life in the past.
- 1.SS.HK-3.0 Identify celebrations and national holidays as ways of remembering and honoring the heroism and achievements of people, events, and our nation’s ethnic heritage.
- 1.SS.HK-4.0 Identify people from the past who have shown character ideals, virtues, and principles including honesty, courage, and responsibility.
- 1.SS.HK-5.0 Distinguish between historical fact and fiction using various materials.

History – Chronological Thinking

- 1.SS.CT-1.0 Use terms related to time to sequentially order events that have occurred in school, home, or community.
- 1.SS.CT-2.0 Create a timeline based on the student’s life or school events using primary sources.

CIVICS AND GOVERNMENT

Social Studies – Foundations of Government, Law, and the American Political System

- 1.SS.GLPS-1.0 Explain the purpose of rules and laws in the school and community.
- 1.SS.GLPS-2.0 Give examples of people who have the power and authority to make and enforce rules and laws in the school, greater community, and the world.
- 1.SS.GLPS-3.0 Give examples of the use of power without authority in school and the world.

Social Studies – Civic and Political Participation

- 1.SS.CPP-1.0 Explain the rights and responsibilities students have in the school community.
- 1.SS.CPP-2.0 Describe the characteristics of responsible citizenship in the school community.
- 1.SS.CPP-3.0 Identify ways students can participate in the betterment of their school, community, and the world.
- 1.SS.CPP-4.0 Honor the sanctity of life by showing respect and kindness to people and animals.

Social Studies – Structure and Functions of Government

- 1.SS.SFG-1.0** Explain how decisions can be made, or how conflicts might be resolved, in fair and just ways.
- 1.SS.SFG-2.0** Recognize symbols and individuals that represent American constitutional democracy.

ECONOMICS

Social Studies – Beginning Economics

- 1.SS.ECON-1.0** Recognize that money is a method of exchanging goods and services.
- 1.SS.ECON-2.0** Define opportunity costs as giving up one thing for another.
- 1.SS.ECON-3.0** Distinguish between examples of goods and services.
- 1.SS.ECON-4.0** Distinguish people as buyers, sellers, and producers of goods and services.
- 1.SS.ECON-5.0** Recognize the importance of saving money for future purchases.
- 1.SS.ECON-6.0** Identify that people need to make choices because of scarce resources.

GEOGRAPHY

Social Studies – The World in Spatial Terms

- 1.SS.ST-1.0** Use physical and political/cultural maps to locate places in New Hampshire.
- 1.SS.ST-2.0** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- 1.SS.ST-3.0** Construct a basic map using key elements including cardinal directions and map symbols.
- 1.SS.ST-4.0** Identify a variety of physical features using a map and globe.
- 1.SS.ST-5.0** Locate on maps and globes the student’s local community, New Hampshire, and the Atlantic Ocean.
- 1.SS.ST-6.0** Describe how location, weather, and physical environment affect the way people live in our community.