



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

- 2.SS.IA-1.0 Examine and use primary and secondary sources.
- 2.SS.IA-2.0 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about an historical topic.

History – Historical Knowledge

- 2.SS.HK-1.0 Recognize that Native Americans were the first inhabitants in North America.
- 2.SS.HK-2.0 Compare the cultures of Native American tribes from various geographic regions of the United States.
- 2.SS.HK-3.0 Describe the impact of immigrants on the Native Americans.
- 2.SS.HK-4.0 Explore the changes in daily life of people living in Colonial America over time.
- 2.SS.HK-5.0 Identify reasons people came to the United States throughout history.
- 2.SS.HK-6.0 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.
- 2.SS.HK-7.0 Discuss why immigration continues today.
- 2.SS.HK-8.0 Explain the cultural influences and contributions of immigrants today.

History – Chronological Thinking

- 2.SS.CT-1.0 Identify terms and designations of time sequence.

CIVICS AND GOVERNMENT

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

- 2.SS.GLPS-1.0 Explain why people form governments.
- 2.SS.GLPS-2.0 Explain the consequences of an absence of rules and laws.

Social Studies – Civic and Political Participation

- 2.SS.CPP-1.0 Identify what it means to be a United States citizen either by birth or by naturalization.
- 2.SS.CPP-2.0 Define and apply the characteristics of responsible citizenship.
- 2.SS.CPP-3.0 Explain why United States citizens have guaranteed rights and identify rights.
- 2.SS.CPP-4.0 Identify ways citizens can make a positive contribution in their community.
- 2.SS.CPP-5.0 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Social Studies – Structure and Functions of Government

- 2.SS.SFG-1.0** Identify the Constitution as the document that establishes the structure, function, powers, and limits of American government.
- 2.SS.SFG-2.0** Recognize symbols, individuals, events, and documents that represent the United States.

ECONOMICS

Social Studies – Beginning Economics

- 2.SS.ECON-1.0** Recognize that people make choices because of limited resources.
- 2.SS.ECON-2.0** Recognize that people supply goods and services based on consumer demands.
- 2.SS.ECON-3.0** Recognize that the United States trades with other nations to exchange goods and services.
- 2.SS.ECON-4.0** Explain the personal benefits and costs involved in saving and spending.

GEOGRAPHY

Social Studies – The World in Spatial Terms

- 2.SS.ST-1.0** Use different types of maps (political, physical, and thematic) to identify map elements.
- 2.SS.ST-2.0** Using maps and globes, locate the student’s hometown, New Hampshire, and North America, and locate the state capital and the national capital.
- 2.SS.ST-3.0** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- 2.SS.ST-4.0** Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).