



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.

NEW HAMPSHIRE & AMERICAN HISTORY

History – Historical Inquiry and Analysis

- 4.SS.IA-1.0** Analyze primary and secondary resources to identify significant individuals and events throughout New Hampshire history.
- 4.SS.IA-2.0** Synthesize information related to New Hampshire history through print and electronic media.

History – Pre-Colombian New Hampshire

- 4.SS.PCNH-1.0** Compare Native American tribes in New Hampshire.

History – Exploration and Settlement of New Hampshire

- 4.SS.ESNH-1.0** Identify explorers who came to New Hampshire and the motivations for their expeditions.
- 4.SS.ESNH-2.0** Describe causes and effects of European colonization on the Native American tribes of New Hampshire.
- 4.SS.ESNH-3.0** Identify the significance of New Hampshire’s earliest settlers and the first settlements.
- 4.SS.ESNH-4.0** Explain John Mason, the Laconia Company, & Strawberry Bank.
- 4.SS.ESNH-5.0** Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government.
- 4.SS.ESNH-6.0** Identify the significance of abolitionists and the Underground Railroad in New Hampshire.
- 4.SS.ESNH-7.0** Identify nations (France, England) that controlled New Hampshire before it became a state.
- 4.SS.ESNH-8.0** Explain how New Hampshire became one of the original 13 Colonies.
- 4.SS.ESNH-9.0** Identify the significance of New Hampshire citizens and the Founding Fathers to the Revolutionary War.

History – Growth of New Hampshire

- 4.SS.GNH-1.0** Describe pioneer life in New Hampshire.
- 4.SS.GNH-2.0** Explain the effects of technological advances and inventions on New Hampshire.
- 4.SS.GNH-3.0** Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran’s Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.
- 4.SS.GNH.4.0** Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement 'Live Free or Die'.
- 4.SS.GNH.5.0** Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.

- 4.SS.GNH.6.0** Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.
- 4.SS.GNH.7.0** Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.

History – Crisis of the Union: Civil War and Reconstruction in New Hampshire

- 4.SS.CWRNH-1.0** Describe New Hampshire’s involvement in the Civil War.
- 4.SS.CWRNH-2.0** Summarize challenges New Hampshire residents faced during Reconstruction.

History – Industrialization and Emergence of Modern New Hampshire

- 4.SS.INH-1.0** Describe the economic development of New Hampshire’s major industries.
- 4.SS.INH-2.0** Summarize contributions immigrant groups made to New Hampshire.
- 4.SS.INH-3.0** Describe the contributions of significant individuals to New Hampshire, e.g., Franklin Pierce, Sandra Day O'Connor, Sarah Josepha Hale, Robert Frost, Daniel Webster.
- 4.SS.INH-4.0** Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.

History – Roaring 20’s, the Great Depression, and WWII in New Hampshire

- 4.SS.GDNH-1.0** Summarize challenges New Hampshire residents faced during the Great Depression.
- 4.SS.GDNH-2.0** Identify New Hampshire’s role in World War II.

History – Contemporary New Hampshire into the 21st Century

- 4.SS.CNH-1.0** Identify New Hampshire’s role in the Civil Rights Movement.
- 4.SS.CNH-2.0** Describe how and why immigration impacts New Hampshire today.
- 4.SS.CNH-3.0** Explain how tourism affects New Hampshire’s economy and growth.

History – Chronological Thinking

- 4.SS.CT-1.0** Utilize timelines to sequence key events in New Hampshire history.

CIVICS AND GOVERNMENT

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

- 4.SS.GLPS-1.0** Describe how New Hampshire’s constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Social Studies – Civic and Political Participation

- 4.SS.CPP-1.0** Discuss public issues in New Hampshire that impact the daily lives of its citizens.
- 4.SS.CPP-2.0** Identify ways citizens work together to influence government and help solve community and state problems.
- 4.SS.CPP-3.0** Explain the importance of public service, voting, and volunteerism.

Social Studies – Structure and Functions of Government

- 4.SS.SFG-1.0** Identify the three branches (Legislative, Judicial, Executive) of government in New Hampshire and the powers of each.
- 4.SS.SFG-2.0** Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- 4.SS.SFG-3.0** Explain how laws and/or policies are made at local and state levels.

ECONOMICS

Social Studies – Beginning Economics

- 4.SS.ECON-1.0** Identify entrepreneurs from various social and ethnic backgrounds who have influenced New Hampshire and local economy.
- 4.SS.ECON-2.0** Explain New Hampshire's role in the national and international economy and conditions that attract businesses to the state.
- 4.SS.ECON-3.0** Define supply and demand and describe factors that can cause a change in supply and demand.
- 4.SS.ECON-4.0** Describe that countries have different kinds of resources.
- 4.SS.ECON-5.0** Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.
- 4.SS.ECON-6.0** Explain that trade between countries involves imports and exports and the reasons why countries trade.
- 4.SS.ECON-7.0** Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.
- 4.SS.ECON-8.0** Explore the impact of important technological inventions, e.g., new forms of transportation or housing.
- 4.SS.ECON-9.0** Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.

FINANCIAL LITERACY

Social Studies – Earning Income

- 4.SS.EI-1.0** People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
- 4.SS.EI-2.0** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
- 4.SS.EI-3.0** Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
- 4.SS.EI-4.0** People can earn interest income from letting other people borrow their money.

- Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
- 4.SS.EI-5.0** People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
- 4.SS.EI-6.0** Describe ways that people who own a business can earn a profit, which is a source of income.
- 4.SS.EI-7.0** Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
- 4.SS.EI-8.0** Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government-provided goods and services.

Social Studies – Buying Goods and Services

- 4.SS.BGS-1.0** Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
- 4.SS.BGS-2.0** Explain that people make choices about what goods and services they buy because they cannot have everything they want. This requires individuals to prioritize their wants.
- 4.SS.BGS-3.0** Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
- 4.SS.BGS-4.0** Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.
- 4.SS.BGS-5.0** Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
- 4.SS.BGS-6.0** Predict how people’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.
- 4.SS.BGS-7.0** Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

Social Studies – Saving

- 4.SS.SAV-1.0** Identify ways that income is saved, spent on goods and services, or used to pay taxes.
- 4.SS.SAV-2.0** Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.
- 4.SS.SAV-3.0** Identify ways that people can choose to save money in many places, for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.
- 4.SS.SAV-4.0** Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.
- 4.SS.SAV-5.0** Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying

interest. People also deposit money into banks because banks are safe places to keep their savings

Social Studies – Using Credit

- 4.SS.CRED-1.0** Discuss that interest is the price the borrower pays for using someone else’s money.
- 4.SS.CRED-2.0** Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

Social Studies – Financial Investing

- 4.SS.INV-1.0** Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.
- 4.SS.INV-2.0** Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.

Social Studies – Protecting and Insuring

- 4.SS.INS-1.0** Explain that risk is the chance of loss or harm.
- 4.SS.INS-2.0** Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
- 4.SS.INS-3.0** Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
- 4.SS.INS-4.0** Discuss that one method to cope with unexpected losses is to save for emergencies.

GEOGRAPHY

Social Studies – The World in Spatial Terms

- 4.SS.ST-1.0** Identify physical features of New Hampshire.
- 4.SS.ST-2.0** Locate and label cultural features on a New Hampshire map.
- 4.SS.ST-3.0** Explain how weather impacts New Hampshire.
- 4.SS.ST-4.0** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- 4.SS.ST-5.0** Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.
- 4.SS.ST-6.0** Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.