



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

- 5.SS.IA-1.0 Use primary and secondary sources to understand history.
- 5.SS.IA-2.0 Utilize timelines to identify and discuss time periods in American History.

History – Pre-Colombian North America

- 5.SS.PCNA-1.0 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
- 5.SS.PCNA-2.0 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
- 5.SS.PCNA-3.0 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

History – Exploration and Settlement of North America

- 5.SS.ESNA-1.0 Describe technological developments that shaped European exploration.
- 5.SS.ESNA-2.0 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
- 5.SS.ESNA-3.0 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

History – Colonization of North America

- 5.SS.CNA-1.0 Identify the economic, political, and socio-cultural motivation for colonial settlement.
- 5.SS.CNA-2.0 Compare characteristics of New England, Middle, and Southern colonies.
- 5.SS.CNA-3.0 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- 5.SS.CNA-4.0 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
- 5.SS.CNA-5.0 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- 5.SS.CNA-6.0 Describe the introduction, impact, and role of slavery in the colonies.

History – American Revolution & Birth of a New Nation

- 5.SS.REV-1.0** Identify and explain significant events leading up to the American Revolution.
- 5.SS.REV-2.0** Identify significant individuals and groups who played a role in the American Revolution.
- 5.SS.REV-3.0** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
- 5.SS.REV-4.0** Examine and explain the changing roles and impact of significant women during the American Revolution.
- 5.SS.REV-5.0** Examine and compare major battles and military campaigns of the American Revolution.
- 5.SS.REV-6.0** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- 5.SS.REV-7.0** Explain economic, military, and political factors which led to the end of the Revolutionary War.
- 5.SS.REV-8.0** Evaluate the personal and political hardships resulting from the American Revolution.
- 5.SS.REV-9.0** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- 5.SS.REV-10.0** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

History – Growth and Westward Expansion

- 5.SS.EXP-1.0** Describe the causes and effects of the Louisiana Purchase.
- 5.SS.EXP-2.0** Identify roles and contributions of significant people during the period of westward expansion.
- 5.SS.EXP-3.0** Examine 19th-century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- 5.SS.EXP-4.0** Explain the importance of the explorations west of the Mississippi River.
- 5.SS.EXP-5.0** Identify the causes and effects of the War of 1812.
- 5.SS.EXP-6.0** Explain how westward expansion affected Native Americans.
- 5.SS.EXP-7.0** Discuss the concept of Manifest Destiny.
- 5.SS.EXP-8.0** Describe the causes and effects of the Missouri Compromise.
- 5.SS.EXP-9.0** Describe the hardships of settlers along the overland trails to the west.

CIVICS AND GOVERNMENT

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

- 5.SS.GLPS-1.0** Explain how and why the United States government was created.
- 5.SS.GLPS-2.0** Define a constitution and discuss its purposes.
- 5.SS.GLPS-3.0** Explain the definition and origin of rights.
- 5.SS.GLPS-4.0** Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.
- 5.SS.GLPS-5.0** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- 5.SS.GLPS-6.0** Compare Federalist and Anti-Federalist views of government.

Social Studies – Civic and Political Participation

- 5.SS.CPP-1.0** Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.
- 5.SS.CPP-2.0** Compare forms of political participation in the colonial period to today.
- 5.SS.CPP-3.0** Analyze how the Constitution has expanded voting rights from our nation’s early history to today.
- 5.SS.CPP-4.0** Evaluate the importance of civic responsibilities in American democracy.
- 5.SS.CPP-5.0** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Social Studies – Structure and Functions of Government

- 5.SS.SFG-1.0** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
- 5.SS.SFG-2.0** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
- 5.SS.SFG-3.0** Give examples of powers granted to the federal government and those reserved for the states.
- 5.SS.SFG-4.0** Describe the amendment process as defined in Article V of the Constitution and give examples.
- 5.SS.SFG-5.0** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- 5.SS.SFG-6.0** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

ECONOMICS

Social Studies – Market Economy

- 5.SS.MARE-1.0** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- 5.SS.MARE-2.0** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- 5.SS.MARE-3.0** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Social Studies – The International Economy

- 5.SS.INTE-1.0** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

GEOGRAPHY

Social Studies – The World in Spatial Terms

- 5.SS.ST-1.0** Interpret current and historical information using a variety of geographic tools.
- 5.SS.ST-2.0** Use latitude and longitude to locate places.
- 5.SS.ST-3.0** Identify major United States physical features on a map of North America.
- 5.SS.ST-4.0** Construct maps, charts, and graphs to display geographic information.
- 5.SS.ST-5.0** Identify and locate the original thirteen colonies on a map of North America.
- 5.SS.ST-6.0** Locate and identify states, capitals, and United States territories on a map.

Social Studies – Places and Regions

- 5.SS.GEO-1.0** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Social Studies – Environment and Society

- 5.SS.ENV-1.0** Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Social Studies – Uses of Geography

- 5.SS.UG-1.0** Use geographic knowledge and skills when discussing current events.
- 5.SS.UG-2.0** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.