



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.

CIVICS AND GOVERNMENT

Social Studies – Demonstrate an Understanding of the Origins and Purposes of Government, Law, and the American Political System

- 6.SS.GLPS-1.0** Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
- 6.SS.GLPS-2.0** Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Social Studies – Evaluate the Roles, Rights, and Responsibilities of United States Citizens, and Determine Methods of Active Participation in Society, Government, and the Political System

- 6.SS.UGLPS-1.0** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

ECONOMICS

Social Studies – Understand the Fundamental Concepts Relevant to the Development of a Market Economy

- 6.SS.MECN-1.0** Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- 6.SS.MECN-2.0** Describe and identify traditional and command economies as they appear in different civilizations.
- 6.SS.MECN-3.0** Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

Social Studies – Understand the Fundamental Concepts Relevant to the Institutions, Structure, and Functions of a National Economy

- 6.SS.ISFNE-1.0** Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

Social Studies – Understand the Fundamental Concepts and Interrelationships of the United States Economy in the International Marketplace

- 6.SS.USIM-1.0** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- 6.SS.USIM-2.0** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- 6.SS.USIM-3.0** Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- 6.SS.USIM-4.0** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

Social Studies – Understand How to Use Maps and Other Geographic Representations, Tools, and Technology to Report Information

- 6.SS.MAP-1.0** Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- 6.SS.MAP-2.0** Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- 6.SS.MAP-3.0** Identify natural wonders of the ancient world.
- 6.SS.MAP-4.0** Utilize tools geographers use to study the world.
- 6.SS.MAP-5.0** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- 6.SS.MAP-6.0** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- 6.SS.MAP-7.0** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

Social Studies – Understand Physical and Cultural Characteristics of Places

- 6.SS.PCC-1.0** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- 6.SS.PCC-2.0** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- 6.SS.PCC-3.0** Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- 6.SS.PCC-4.0** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- 6.SS.PCC-5.0** Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- 6.SS.PCC-6.0** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- 6.SS.PCC-7.0** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

Social Studies – Understand the Relationships between the Earth’s Ecosystems and the Populations that Dwell within Them

- 6.SS.ECO-1.0** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- 6.SS.ECO-2.0** Analyze the impact of human populations on the ancient world’s ecosystems.

Social Studies – Understand the Characteristics, Distribution, and Migration of Human Populations

- 6.SS.HP-1.0** Explain how family and ethnic relationships influenced ancient cultures.
- 6.SS.HP-2.0** Use maps to trace significant migrations, and analyze their results.
- 6.SS.HP-3.0** Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- 6.SS.HP-4.0** Map and analyze the impact of the spread of various belief systems in the ancient world.

Social Studies – Understand How Human Actions Can Impact the Environment

- 6.SS.ENVI-1.0** Identify the methods used to compensate for the scarcity of resources in the ancient world.
- 6.SS.ENVI-2.0** Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- 6.SS.ENVI-3.0** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Social Studies – Understand How to Apply Geography to Interpret the Past and Present and Plan for the Future

- 6.SS.GPPF-1.0** Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- 6.SS.GPPF-2.0** Compare maps of the world in ancient times with current political maps.

WORLD HISTORY

History – Utilize Historical Inquiry Skills and Analytical Processes

- 6.SS.HISA-1.0** Use timelines to identify chronological order of historical events.
- 6.SS.HISA-2.0** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- 6.SS.HISA-3.0** Interpret primary and secondary sources.
- 6.SS.HISA-4.0** Describe the methods of historical inquiry and how history relates to the other Social Sciences.
- 6.SS.HISA-5.0** Describe the roles of historians and recognize varying historical interpretations (historiography).
- 6.SS.HISA-6.0** Describe how history transmits culture and heritage and provides models of human character.

History – Describe the Emergence of Early Civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American)

- 6.SS.EC-1.0** Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- 6.SS.EC-2.0** Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- 6.SS.EC-3.0** Identify the characteristics of civilization.
- 6.SS.EC-4.0** Compare the economic, political, social, and religious institutions of ancient river civilizations.
- 6.SS.EC-5.0** Summarize important achievements of Egyptian civilization.
- 6.SS.EC-6.0** Determine the contributions of key figures from ancient Egypt.
- 6.SS.EC-7.0** Summarize the important achievements of Mesopotamian civilization.
- 6.SS.EC-8.0** Determine the impact of key figures from ancient Mesopotamian civilizations.
- 6.SS.EC-9.0** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
- 6.SS.EC-10.0** Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

History – Recognize Significant Events, Figures, and Contributions of Classical Civilizations (Phoenicia, Greece, Rome, Axum)

- 6.SS.CC-1.0** Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- 6.SS.CC-2.0** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- 6.SS.CC-3.0** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- 6.SS.CC-4.0** Explain the causes and effects of the Persian and Peloponnesian Wars.
- 6.SS.CC-5.0** Summarize the important achievements and contributions of ancient Greek civilization.
- 6.SS.CC-6.0** Determine the impact of key figures from ancient Greece.
- 6.SS.CC-7.0** Summarize the key achievements, contributions, and figures associated with the Hellenistic Period.
- 6.SS.CC-8.0** Determine the impact of significant figures associated with ancient Rome.
- 6.SS.CC-9.0** Explain the impact of the Punic Wars on the development of the Roman Empire.
- 6.SS.CC-10.0** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- 6.SS.CC-11.0** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- 6.SS.CC-12.0** Explain the causes for the growth and longevity of the Roman Empire.
- 6.SS.CC-13.0** Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- 6.SS.CC-14.0** Describe the key achievements and contributions of Roman civilization.
- 6.SS.CC-15.0** Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

- 6.SS.CC-16.0** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- 6.SS.CC-17.0** Explain the spread and influence of the Latin language on Western Civilization.
- 6.SS.CC-18.0** Describe the rise and fall of the ancient East African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

History – Recognize Significant Events, Figures, and Contributions of Classical Asian Civilizations (China, India)

- 6.SS.CAC-1.0** Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- 6.SS.CAC-2.0** Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- 6.SS.CAC-3.0** Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- 6.SS.CAC-4.0** Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- 6.SS.CAC-5.0** Summarize the important achievements and contributions of ancient Indian civilization.
- 6.SS.CAC-6.0** Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- 6.SS.CAC-7.0** Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- 6.SS.CAC-8.0** Describe the contributions of classical and post classical China.
- 6.SS.CAC-9.0** Identify key figures from classical and post classical China.
- 6.SS.CAC-10.0** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- 6.SS.CAC-11.0** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- 6.SS.CAC-12.0** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.