

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Social Studies
in grades K-12**

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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Social Studies
in grades K-12**

Program Goal

Social Studies enables students to be informed, thoughtful, and responsible citizens of our society, using their Catholic lens to discern moral decisions for the common good. Students exercise the rights and responsibilities of participatory citizenship, by possessing a comprehensive knowledge base in social studies, which will encompass historical, geographic, civic, economic, psychological, and sociological points of view from a Catholic perspective; by demonstrating the skills needed to acquire, organize and use information and to be ethical decision-makers in an ever-changing world; by utilizing their Catholic faith to acknowledge and respect the values of others and society through democratic and religious perspectives; and by accepting the responsibility to see, care and act on issues in the community, nation and world.

Historical Content Focus at Each Grade Level

Grade Level	Historical Content Focus
Kindergarten	The content focus of Kindergarten social studies is Myself and Others , as students learn about the social studies disciplines of history, geography, civics, governments, and the economy through a personal lens of themselves in their immediate world.
1st	The content focus of first grade social studies is Families and Parishes , as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students' family, school and parish life. This is the student's' first introduction to social institutions.
2nd	The content focus of second grade social studies is Local Community , as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students' local communities beyond their parish and school. In this way, students can begin to develop a sense of how our parish communities function within local towns and cities in West Michigan.
3rd	The content focus of third grade social studies is Michigan Studies , as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of a study of our state.
4th	The content focus of fourth grade social studies is United States Studies , as students learn significant social studies concepts within an increasingly complex social environment and examine fundamental concepts in geography, civics, government, and economics organized by topic, region, or issue.
5th	The content focus of fifth grade social studies is United States History , as students learn about the history, geography, economics, cultures, government and civics of peoples who influenced and shaped the history of the United States from the beginnings to 1800.
6-8th	The content focus of grades 6-8 are World Studies: Geography, Cultures, Current Events and Societies in sixth grade; Ancient World History and Geography in seventh grade; and United States History from 1620 to the Reconstruction era in eighth grade. Much like the other content areas in the 6th-8th grades, schools with combined classes or leveled courses in the middle school grades may choose to rotate through this content in a

	variety of ways, though all students who have successfully completed 6-8 grade social studies are expected to meet all curriculum standards.
9-12th	At each high school's discretion for distribution into specific course offerings, the content focus is built from the foundations set in the K-8 sequences of curriculum standards and are categorized by Civics and Government , Geography , World History , United States History , Psychology , and Sociology . Additionally, advanced courses also consult with Advanced Placement course guidelines and curriculum standards.

Kindergarten Social Studies Curriculum Standards

The content focus of kindergarten social studies is “Myself and Others”, as students learn about the social studies disciplines of history, geography, civics, governments, and the economy through a personal lens of themselves in their immediate world.

Students who demonstrate understanding of kindergarten social studies are able to--

	Full Standard	Report Card Wording
K.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
K.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
K.SS.3	Create a timeline using events from one’s own life.	Create timeline using events from own life.
K.SS.4	Identify ways people learn about the past, and distinguish among the past, present, and future.	Identify ways to learn about past and distinguish past/present/future.
K.SS.5	Compare life in the past to life today.	Compare life in past to life today.
K.SS.6	Explain reasons for rules at home and in school.	Explain reasons for rules at home/school.
K.SS.7	Identify and describe the importance of our country’s flag as a symbol of the United States.	Describe importance of our country’s flag.
K.SS.8	Identify the differences between wants and needs.	Identify differences between wants/needs.
K.SS.9	Distinguish between goods and services.	Distinguish between goods/services.
K.SS.10	Construct a map of a familiar place using symbols and labels.	Construct map of familiar place.

K.SS.11	Discuss and implement God's call to us to help others during times of need.	Discuss/implement God's call to help others in need.
K.SS.12	Compare a personal viewpoint to another person's viewpoint.	Compare personal viewpoint to another's viewpoint.
K.SS.13	Describe fair ways for groups to make decisions.	Describe fair ways for groups to make decisions.

First Grade Social Studies Curriculum Standards

The content focus of first grade social studies is “Families and Parishes,” as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students’ family, school and parish life. This is the students’ first introduction to social institutions.

Students who demonstrate understanding of first grade social studies are able to--

	Full Standard	Report Card Wording
1.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
1.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
1.SS.3	Identify different types of primary historical sources.	Identify types of primary historical sources.
1.SS.4	Use primary historical sources to ask questions and draw possible conclusions about family or parish life in the past.	Use primary historical sources to ask questions/conclusions about family/parish life in the past.
1.SS.5	Identify people and events celebrated in our Church and community and describe why we celebrate them.	Identify people/events celebrated in our Church/community and describe why we celebrate them.
1.SS.6	Distinguish between physical (natural) and human (man-made) characteristics of a place.	Distinguish physical/human characteristics of place.
1.SS.7	Use components of culture, such as foods, language, and traditions, to describe diversity in family life among those in the parish and school community.	Use components of culture to describe diversity among those in parish/school community.

1.SS.8	Describe ways in which the physical environment in a place or region (i.e. snow and lakes in Michigan) affects people's lives.	Describe ways physical environment in a place/region affects people's lives.
1.SS.9	Give examples of the use of power with authority (i.e. principal or pastor enforcing rules) and power without authority (i.e. types of bullying).	Give examples of use of power with authority/power without authority.
1.SS.10	Identify and describe the importance of various symbols of the United States.	Identify/describe importance of symbols of US.
1.SS.11	Describe situations in which people act as good citizens and demonstrate Catholic values and core democratic values.	Describe situations of good citizens who demonstrate Catholic values/core democratic values.
1.SS.12	Distinguish between producers and consumers of goods and services.	Distinguish producers/consumers of goods/services.
1.SS.13	Use examples to explain how beliefs about God, humanity, and material things affect behavior, as people cannot have everything they want (scarcity) and therefore must respond (choice).	Use examples to explain how beliefs about God/humanity/material things affect behavior.
1.SS.14	Describe how and why people earn money, and how money simplifies trade.	Describe how/why people earn money, and how money simplifies trade.

Second Grade Social Studies Curriculum Standards

The content focus of second grade social studies is “Local Community”, as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of students’ local communities beyond their parish and school. In this way, students can begin to develop a sense of how our parish communities function within local towns and cities in West Michigan.

Students who demonstrate understanding of second grade social studies are able to--

	Full Standard	Report Card Wording
2.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
2.SS.2	Demonstrate respect for all cultures, as God calls us to love our neighbors over all the earth.	Demonstrate respect for all cultures.
2.SS.3	Distinguish among years and decades using a timeline of local community events.	Distinguish among years/decades using timeline of local events.
2.SS.4	Construct a historical narrative about the history of the local community from a variety of sources, including various primary accounts from the same event.	Construct historical narrative about history of local community.
2.SS.5	Describe people who are celebrated in the local community, including the virtues demonstrated in their lives and accomplishments.	Describe people in local community, including their virtuous accomplishments.
2.SS.6	Construct maps of the local community using symbols, labels, and legends to denote human and natural characteristics.	Construct maps of local community.
2.SS.7	Compare the physical and human characteristics of the local community to those of another community.	Compare physical/human characteristics of local/other communities.

2.SS.8	Use components of culture, such as foods, language, religion, and traditions, to describe diversity in the local community and in other communities.	Use components of culture to describe diversity in local/other communities.
2.SS.9	Describe positive and negative consequences of changing the physical environment of a local community, as God calls us to care for our world.	Describe consequences of changing physical environment of a local community.
2.SS.10	Give examples of how local governments make, enforce, and interpret laws in the local community, and identify services commonly provided by local governments.	Give examples of how local governments make/enforce/interpret laws.
2.SS.11	Explain how local governments balance individual rights with the common good to solve local community problems.	Explain how local governments balance individual rights/common good to solve problems.
2.SS.12	Describe how the Pledge of Allegiance reflects core democratic values and solidarity.	Describe how Pledge of Allegiance reflects core democratic values/solidarity.
2.SS.13	Understand God's call of giving time, talent, and treasure to those in need.	Understand God's call of giving time/talent/treasure.
2.SS.14	Use examples to describe how God guides people in discovering their vocations on earth as a means to serve others and the greater good, and how through such vocations, God provides for people's needs on earth.	Use examples to describe how God guides people in discovering their vocations.
2.SS.15	Determine the goods and services that people in the local community produce and those that are produced in other communities.	Determine goods/services local people produce and those produced in other communities.
2.SS.16	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants or needs (interdependence).	Use examples that people cannot produce everything they want specialization/interdependence.

2.SS.17	Use data found in graphs, charts and primary sources to examine a public issue in the local community and evaluate various potential resolutions.	Examine a public local issue/evaluate resolutions.
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Third Grade Social Studies Curriculum Standards

The content focus of third grade social studies is “Michigan Studies”, as students explore the social studies disciplines of history, geography, civics, government, and economics through the context of a study of our state.

Students who demonstrate understanding of third grade social studies are able to--

	Full Standard	Report Card Wording
3.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
3.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
3.SS.3	Create a timeline to sequence and describe major events in Michigan history.	Create timeline of major events in MI history.
3.SS.4	Describe the causal relationships between various events in Michigan’s past.	Describe causal relationships between various events in MI’s past.
3.SS.5	Compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Compare how American Indians/settlers in MI adapted to/used/modified environment.
3.SS.6	Use traditional stories of American Indians who lived in Michigan to study their people’s motivating values in history and how those compare to the values expressed in Catholic teaching.	Study values within traditional American Indian stories in MI and compare to values expressed in Catholic teaching.
3.SS.7	Create a historical narrative about life in the early settlements of Michigan (pre-statehood) by examining primary and secondary sources.	Create historical narrative about life in early settlements of MI.
3.SS.8	Describe how Michigan attained statehood.	Describe how MI attained statehood.

3.SS.9	Use maps and data sources to describe Michigan's location within the regions of the United States, identify and describe the physical and human characteristics of Michigan, and describe ways in which Michigan can be divided into regions.	Identify/describe physical/human characteristics of MI.
3.SS.10	Describe and locate the major types of economic activity in Michigan today, such as agriculture, manufacturing, services, tourism, and research and development.	Describe/locate economic activity in MI today.
3.SS.11	Use data and current information about American Indians currently living in Michigan to describe the cultural aspects of modern American Indian life.	Describe the cultural aspects of modern American Indian life in MI.
3.SS.12	Use primary and secondary sources to describe the various groups of diverse people who have immigrated to and migrated in Michigan, and how such movement affects the growth of Michigan.	Describe various groups of people who immigrated to MI and its effects on MI growth.
3.SS.13	Locate natural resources in Michigan, explain the various consequences of their use as we care for God's creation, and analyze how natural resources influence economic development.	Locate/explain/analyze natural resources in MI.
3.SS.14	Use primary and secondary sources to construct historical narratives about each of the various major events in Michigan history, including the history and impact of the Catholic Church in Michigan, the Underground Railroad in Michigan, the beginnings of the automobile industry, the labor movement, the protection of Michigan's natural resources, and the growth of Michigan cities.	Construct historical narratives about various major events in MI history.
3.SS.15	Distinguish between the roles of state and local government, and describe how Michigan state government reflects the principle of representative government.	Describe how MI state gov't reflects principle of representative gov't.
3.SS.16	Identify and describe the powers of the three branches of state government.	Identify/describe powers of three branches of state government.
3.SS.17	Describe the purpose of the Michigan Constitution.	Describe purpose of MI

		Constitution.
3.SS.18	Explain how specialization leads to increased interdependence of the economics of Michigan and the other states.	Explain how specialization leads to increased interdependence of the economics of MI and other states.
3.SS.19	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Analyze information about a public issue in MI/evaluate alternative resolutions.

Fourth Grade Social Studies Curriculum Standards

The content focus of fourth grade social studies is “United States Studies”, as students learn significant social studies concepts within an increasingly complex social environment and examine fundamental concepts in geography, civics, government, and economics organized by topic, region, or issue.

Students who demonstrate understanding of fourth grade social studies are able to--

	Full Standard	Report Card Wording
4.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
4.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
4.SS.3	Use geographic tools and technologies to describe geographic patterns of the United States in terms of elevation, climate, and population density.	Describe geographic patterns of US.
4.SS.4	Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map.	Describe relative location of US on world map.
4.SS.5	Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region.	Locate/describe human/physical characteristics of US regions and compare to Great Lakes Region.
4.SS.6	Locate on a map and describe the modern influence of sites of historic Roman Catholic influence, identify the population density of Catholics in the United States, and describe the influence of Catholics in political and business leadership roles in the United States.	Locate on map/describe modern influence of Catholics in US.

4.SS.7	Identify factors that influence the migration of people within or to the United States, and describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	Identify factors that influence migration in US/describe impact on culture.
4.SS.8	Describe the positive and negative effects of human activities in the United States that have altered the natural environments of specific regions, as God calls us to care for our common home on earth.	Describe effects of human activities in US that have altered natural environments.
4.SS.9	Identify the purposes of government as stated in the Preamble of the Constitution.	Identify purposes of gov't as stated in Preamble.
4.SS.10	Explain how the principles of popular sovereignty, rules of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Explain how certain principles serve to limit powers of fed gov't.
4.SS.11	Give examples of powers granted to the federal government and those reserved for the states and how this relates to the Catholic principles of solidarity and subsidiarity.	Give examples of powers granted to fed gov't/those reserved for states and relate to solidarity/subsidiarity.
4.SS.12	Describe how the powers of the federal government are separated among the three branches of government.	Describe how powers of fed gov't are separated among three branches.
4.SS.13	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how fed gov't uses taxing/spending.
4.SS.14	Describe some characteristics of a market economy that serves its people, and describe how positive and negative incentives influence behavior in a market economy.	Describe how market economy serves people/describe how incentives influence behavior.

4.SS.15	Explain supply and demand by using examples of how competition among buyers results in higher prices and competition among sellers results in lower prices.	Explain supply/demand.
4.SS.16	Explain how work is a form of continuing participation in God's creation, how we are called to protect the dignity of work and the basic rights of workers, and describe the circular flow model of money being exchanged for goods and services.	Explain how work is a form of continuing participation in God's creation.
4.SS.17	Explain why public goods (e.g., national monuments, interstate highways, public libraries, public parks) are not privately owned.	Explain why public goods are not privately owned.
4.SS.18	Explain how changes in the United States economy impact levels of employment and unemployment.	Explain how changes in US economy impact employment levels.
4.SS.19	Describe how global competition affects the national economy.	Describe how global competition affects national economy.
4.SS.20	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Analyze information about a US public issue/evaluate alternative resolutions.

Fifth Grade Social Studies Curriculum Standards

The content focus of fifth grade social studies is “United States History,” as students learn about the history, geography, economics, cultures, government and civics of peoples who influenced and shaped the history of the United States from the beginnings to 1800.

Students who demonstrate understanding of fifth grade social studies are able to--

	Full Standard	Report Card Wording
5.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
5.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
5.SS.3	Use maps to locate peoples living in North America before European exploration.	Use maps to locate peoples living in North America before European exploration.
5.SS.4	Describe American Indian life prior to European exploration of America, including their government, family structures, use of trade, and view on property ownership and land use; and compare the motivating values of those societies to those of Catholic teaching.	Describe American Indian life prior to European exploration of America.
5.SS.5	Use case studies of individual explorers or stories of life in Europe to describe the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas; and compare the motivating values of those societies and individuals with those of Catholic social teaching.	Describe the motivations/consequences for European exploration/colonization of Americas.
5.SS.6	Describe the life and cultural development of people living in western Africa before the 16th century, including their economic and family structures, and the growth of states, towns, and trade; and compare the motivating values of those societies to those of Catholic teaching.	Describe the life/cultural development of people living in western Africa before 16th century.

5.SS.7	Use primary and secondary sources to describe the convergence of European, American Indians, and Africans in North America after 1492 from the various perspectives of these three groups, considering the Catholic social teaching of solidarity and promotion of peace.	Describe convergence of European/American Indians/Africans in North America.
5.SS.8	Compare the different approaches used by the British and French in their interactions with American Indians and explain the cultural impact on American Indians of each approach.	Compare approaches used by British/French in interactions with American Indians.
5.SS.9	Examine the role of Catholic missionaries in the eras of American exploration and colonization.	Examine role of Catholic missionaries during American exploration/colonization.
5.SS.9	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.	Describe Columbian Exchange and its impact.
5.SS.10	Describe developments in the Southern colonies; including patterns of settlement and control, the establishment of Jamestown, the role of Catholics in Maryland, and the use of one-crop economics, colonial representative assemblies, and slavery.	Describe developments in Southern colonies.
5.SS.11	Describe developments in the New England colonies, including patterns of settlement and control, the growth of agricultural and non-agricultural economies, the use of town meetings and colonial legislatures, and religious tensions in Massachusetts that led to the establishment of other colonies in New England.	Describe developments in New England colonies.
5.SS.12	Describe developments in the Middle Colonies including the growth of economies, the Dutch settlements in New Netherlands, the Quaker settlement in Pennsylvania, and the subsequent English takeover of the Middle Colonies, and the immigration patterns leading to ethnic diversity.	Describe developments in Middle Colonies.

5.SS.13	Describe Triangular Trade including trade routes, the people and goods that were traded, the Middle Passage, its impact on life in Africa, and its impact on human dignity and the common good.	Describe Triangular Trade.
5.SS.14	Describe the life of enslaved Africans and free Africans in the American colonies, and how they drew upon their African past and adapted elements of new cultures to develop a distinct African American culture.	Describe life/culture of enslaved/free Africans in American colonies.
5.SS.15	Describe colonial life in America from the perspectives of at least three different groups of people (i.e. women, slaves, indentured servants, American Indians, wealthy landowners, merchants, free Africans).	Describe colonial life from various perspectives.
5.SS.16	Identify the major political, economic, and ideological reasons for the American Revolution.	Identify major reasons for American Revolution.
5.SS.17	Describe the role of the French and Indian War, how British policy toward the colonies changed over time, and the colonial dissatisfaction with the new policy.	Describe role of French and Indian War.
5.SS.18	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	Describe causes/effects of Stamp Act/Boston Tea Party/Intolerable Acts/Boston Massacre.
5.SS.19	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.	Explain why colonists wanted to separate from Great Britain.
5.SS.20	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin Patrick Henry, Samuel Adams, John Adams, and Thomas Paine, and examine their lives for examples of virtue or vice.	Identify roles key individuals played in leading colonists to revolution.

5.SS.21	Examine the role of Catholics during the time of colonization and the American Revolution, including the role of Charles Carroll as the only Catholic to sign the Declaration of Independence.	Examine role of Catholics during colonization/American Revolution.
5.SS.22	Identify a problem that confronted people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Identify problems in colonies/alternative choices.
5.SS.23	Describe the advantages and disadvantages of each side during the American Revolution.	Describe advantages/disadvantages of each side during American Revolution.
5.SS.24	Identify and describe the major battles of the American Revolution, and compare the roles of various groups in helping shape the outcome of the war.	Identify/describe major battles of American Revolution.
5.SS.25	Explain the significance of the Treaty of Paris.	Explain significance of Treaty of Paris.
5.SS.26	Describe the powers of the national government and state governments under the Articles of Confederation.	Describe powers of nat'l/state gov'ts under Articles of Confederation.
5.SS.27	Explain why the Constitution was written, describe the issues that were addressed in the Constitution, and describe the rights found in the First, Second, Third, and Fourth Amendments.	Explain why Constitution was written/describe rights found in Amendments.
5.SS.28	Explain the principle of federalism.	Explain principle of federalism.
5.SS.29	Describe why the inclusion of the Bill of Rights was needed for ratification.	Describe why inclusion of Bill of Rights was needed for ratification.
5.SS.30	Using various sources, formulate an argument to distinguish the most influential factors that shaped the early history of the United States.	Formulate argument to distinguish most influential factors that shaped early US history.

Sixth, Seventh, and Eighth Grade Social Studies Curriculum Standards
(Compiled list of all standards for all social studies courses 6-8)

The content focus of grades 6-8 are “World Studies: Geography, Cultures, Current Events and Societies” in sixth grade; “Ancient World History and Geography” in seventh grade; and “United States History from 1620 to the Reconstruction era” in eighth grade. Much like the other content areas in the 6th-8th grades, schools with combined classes or leveled courses in the middle school grades may choose to rotate through this content in a variety of ways, though all students who have successfully completed 6-8 grade social studies are expected to meet all curriculum standards.

Students demonstrate understanding of sixth, seventh, and eighth grade social studies are able to --

	Full Standard	Report Card Wording
6-8.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
6-8.SS.2	Pursue peace, understanding, knowledge, and truth by demonstrating respect and appreciation for the qualities and characteristics of different cultures.	Pursue peace, understanding, knowledge, truth / demonstrate respect/appreciation for qualities/characteristics of different cultures.
6-8.SS.3	Compare the actions of people according to their historical and cultural norms to that of Catholic moral norms, virtues, and social teaching.	Compare actions according to historical/cultural norms to that of Catholic moral norms/virtues.
World Studies		
6-8.SS.WS.1	Use, interpret, and create maps representing population characteristics, natural features, and land-use of specific world regions and compare such features on global, interregional, regional and local scales.	Use/interpret/create/compare maps.
6-8.SS.WS.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	Explain why maps of same place vary.

6-8.SS.WS.3	Locate and use information from images and Graphic Information Systems (GIS) to answer geographic questions about the human and physical characteristics of places.	Answer geographic questions about human/physical characteristics of places.
6-8.SS.WS.4	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	Generalize about reasons for distribution of population.
6-8.SS.WS.5	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility in accordance with the promotion of peace, solidarity, and the common good.	Explain how connections demonstrate interdependence and accessibility.
6-8.SS.WS.6	Explain how communities are affected positively or negatively by changes in technology, and evaluate whether and how communities have used technology, as a gift from God, for the common good of humanity.	Explain how communities are affected by changes in technology, and evaluate whether technology used for common good.
6-8.SS.WS.7	Describe the human characteristics of each region under study, including languages, religions, economic system, governmental system, and cultural traditions.	Describe human characteristics of regions.
6-8.SS.WS.8	Create and interpret population pyramids from different countries to discuss birth and death rates, growth rates, and age structures.	Create/interpret population pyramids for different regions.
6-8.SS.WS.9	Explain the factors which cause different types of climates, and interpret and compare climate graphs at different latitudes and locations.	Interpret climate graphs at different latitudes/locations.
6-8.SS.WS.10	Identify major ecosystems of each region under study, and explain how each are influenced by latitude, elevation, landforms, location, and human factors.	Identify/explain major ecosystems of regions.
6-8.SS.WS.11	Describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and its consequences.	Describe examples of cultural change through diffusion.

6-8.SS.WS.12	Describe cultures of each region being studied, including major languages, religions, and the roles of men and women in the societies.	Describe cultures of each region.
6-8.SS.WS.13	Explain the patterns, causes, and consequences of major human migrations.	Explain patterns/causes/consequences of major human migrations.
6-8.SS.WS.14	Evaluate examples of cooperation and conflict within each region under study, from different perspectives, using primary and secondary resources.	Evaluate examples of cooperation/conflict.
6-8.SS.WS.15	Examine what it means to be a citizen in different countries, and compare conflicting ideas about the purposes of government in different countries.	Compare conflicting ideas about purposes of gov't.
6-8.SS.WS.16	Compare the various forms of government around the world, and define the characteristics of modern nation-states.	Compare various forms of gov't and define characteristics of modern nation-states.
6-8.SS.WS.17	Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other countries or of Catholic social teaching.	Explain how gov'ts address issues/form policies.
6-8.SS.WS.18	Describe the impact of particular treaties, agreements, and international organizations on global issues.	Describe impact of particular treaties/agreements on global issues.
6-8.SS.WS.19	Describe the economic role of government in a market economy, and describe how countries address the dignity of work and the rights of workers.	Describe economic role of gov't in market economy.
6-8.SS.WS.20	Describe the impact of governmental policy on a particular country and on other countries that use its resources.	Describe impact of policy on country.
6-8.SS.WS.21	Create a model to describe the patterns and networks of economic interdependence in the world, including the circular flow of economic activity of materials, labor, and capital.	Create a model to describe economic interdependence.

6-8.SS.WS.22	Describe how societies use solidarity to allocate resources to produce and distribute goods and services.	Describe how societies use solidarity to allocate resources.
Ancient World History and Geography		
6-8.SS.AW.1	Describe how history begins and ends in God and how history has a religious dimension.	Describe how history begins and ends in God.
6-8.SS.AW.2	Describe the historical impact of the Catholic Church on human events.	Describe historical impact of Catholic Church on human events.
6-8.SS.AW.3	Compare several different calendar systems used in the past and present and their cultural significance.	Compare several different calendar systems.
6-8.SS.AW.4	Explain what archaeologists have learned about Paleolithic and Neolithic societies, and how and when human communities populated major regions of the world and adapted to a variety of environments.	Explain what archaeologists have learned about Paleolithic and Neolithic societies.
6-8.SS.AW.5	Describe the transition from hunter gatherers to sedentary agriculture, and explain the importance of the natural environment in the development of agricultural settlements in different locations, and explain the impact of the Agricultural Revolution.	Describe transition from hunter gatherers to sedentary agriculture.
6-8.SS.AW.6	Compare the environmental, economic, and social institutions of multiple early civilizations.	Compare the environmental/economic/social institutions of multiple early civilizations.
6-8.SS.AW.7	Use maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilization.	Analyze major river systems as permanent settlements of early civilization.
6-8.SS.AW.8	Describe the development of human language, oral and written, and its relationship to the development of culture, including the development of verbal	Describe development of human language.

	vocalizations, the standardization of physical and abstract words, and pictographs to abstract writing.	
6-8.SS.AW.9	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another, as well as the growth of global community and solidarity.	Define cultural diffusion.
6-8.SS.AW.10	Define pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies.	Define pastoralism.
6-8.SS.AW.11	Locate the major empires of the 1000 B.C. to 300 A.D. era, describe their geographic characteristics, and create a timeline of their rise and fall.	Locate/describe major empires of 1000 BC - 300 AD.
6-8.SS.AW.12	Identify the trade networks among the empires of the classical era, and use a case study to describe how trade integrated cultures and influenced the economy within empires.	Describe how trade integrated cultures and influenced economy within empires.
6-8.SS.AW.13	Determine the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions and how such beliefs adhere to the key principles of Catholic social teaching.	Determine importance of Greek ideas about democracy/citizenship in development of Western political thought.
6-8.SS.AW.14	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations.	Describe major achievements from Indian, Chinese, Mediterranean, African, and Asian civilizations.
6-8.SS.AW.15	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor in building and maintaining empires.	Describe various roles in maintaining empires.
6-8.SS.AW.16	Describe the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.	Describe what led to collapse of classical empires.

6-8.SS.AW.17	Explain the role of economics, legal codes, belief systems, written languages and communications in the development of classical civilizations and empires.	Explain various roles in development of classical civilizations/empires.
6-8.SS.AW.18	Identify, describe the beliefs of, and locate the geographical center of the ancient world religions of Christianity, Hinduism, Judaism, Buddhism, Confucianism, and Islam, and discover the spread and interactions of these world religions through time.	Identify/describe ancient world religions.
6-8.SS.AW.19	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire, including the founding geographic extent of Muslim empires, the diverse religious traditions of Islam, the role of Dar al-Islam in Afro-Eurasia, and the caliphate as both a religious and political institution.	Identify/explain origins/expansion of Islam.
6-8.SS.AW.20	Use primary and secondary sources to evaluate the unification of Eurasia under the Mongols.	Evaluate unification of Eurasia under Mongols.
6-8.SS.AW.21	Explain the causes and consequences of the Plague.	Explain causes/consequences of the Plague.
6-8.SS.AW.22	Describe the diverse characteristics of early African societies by comparing various states and civilizations and using maps to explain the Bantu migration patterns and their contributions to agriculture, technology, and language.	Describe diverse characteristics of early African societies.
6-8.SS.AW.23	Identify major Chinese dynasties and describe ways they responded to internal and external challenges.	Identify major Chinese dynasties/describe ways they responded to challenges.
6-8.SS.AW.24	Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	Explain feudalism/manorialism/growth of centralized monarchies/city-states in Europe.
6-8.SS.AW.25	Compare the various forms of government in the eras under study.	Compare the various forms of govt in eras under study.

6-8.SS.AW.26	Explain how governmental systems addressed issues and formed policies throughout history and describe the impact of laws and treaties on the maintenance of order in the eras under study.	Explain how governmental systems addressed issues/formed policies throughout history.
6-8.SS.AW.27	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.	Explain factors influencing the movement of people among regions.
Integrated United States History: from 1620 to Reconstruction		
6-8.SS.US.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence, and determine which key principles of Catholic social teaching were considered in this decision.	Describe what influenced decisions to declare independence/determine which Catholic social teaching were considered.
6-8.SS.US.2	Use the Declaration of Independence, including the grievances at the end of the document, to describe the role it played in expressing colonists' views of government and their reasons for separating from Great Britain, and describe how this view of government considers the protection of human life and human dignity, the promotion of the common good, and the principle of subsidiarity.	Describe the role of the Declaration of Independence.
6-8.SS.US.3	Describe the roles of African Americans, American Indians, women, France and other nations, and volunteers in the American Revolution.	Describe various roles in the American Revolution.
6-8.SS.US.4	Describe the major factors that influenced the outcome of the American Revolution, including the use of the written word to stir public opinion, the military advantages of both sides, the geography of the colonies, and the role of major battles.	Describe factors that influenced outcome of American Revolution.
6-8.SS.US.5	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation, and identify economic, political, and cultural issues facing the nation during this period.	Explain reasons for adoption/subsequent failure of Articles of Confederation.

6-8.SS.US.6	Describe the major issues debated at the Constitutional Convention.	Describe major issues debated at Constitutional Convention.
6-8.SS.US.7	Explain how the Constitution resolved and compromised issues including the sharing, separating, and checking of power among federal government institutions, dual sovereignty, rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Explain how the Constitution resolved/compromised issues.
6-8.SS.US.8	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists, and describe how the states ratified the Constitution.	Describe how the states ratified the Constitution.
6-8.SS.US.9	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, the fear many Americans had of a strong central government, and a balance between solidarity and subsidiarity.	Explain how the Bill of Rights reflected various aspects of this era.
6-8.SS.US.10	Trace the historical and philosophical origins of constitutional government in the United States, using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	Trace historical/philosophical origins of constitutional govt in US.
6-8.SS.US.11	Analyze Washington's Farewell Address to describe his perspective of the most significant challenges the new nation faced.	Analyze Farewell Address of Washington.
6-8.SS.US.12	Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties in the 1790s-1810s	Analyze origins/intents/purposes of treaties in 1790s-1810s.
6-8.SS.US.13	Describe the origins and intentions of early American political parties.	Describe origins/intentions of early American political parties.
6-8.SS.US.14	Analyze Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.	Analyze Marbury v. Madison.

6-8.SS.US.15	Compare the social and economic systems of the Northeast, South, and Western Frontier with respect to the development of agriculture, industry, the labor force, transportation, immigration, race relations, and class relations.	Compare social/economic systems of the Frontiers.
6-8.SS.US.16	Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians, the growth of a system of commercial agriculture, and the ideas of Manifest Destiny.	Explain expansion/conquest/settlement of the West.
6-8.SS.US.17	Use evidence and Catholic social teachings to develop an argument about the consequences of territorial and economic expansion on American Indians and/or the institution of slavery.	Develop argument about consequences of territorial/economic expansion on American Indians and/or institution of slavery.
6-8.SS.US.18	Explain the origins of Catholic education and public education in the United States.	Explain origins of Catholic/public education in US.
6-8.SS.US.19	Describe the development of the abolitionist movement by considering the roles of key abolitionist leaders and the responses of others to the movement.	Describe development of abolitionist movement.
6-8.SS.US.20	Describe the goals and effects of the antebellum reform movements in the era of 1820-1865 and how such movements addressed the key principles of Catholic social teaching.	Describe goals/effects of antebellum reform movements.
6-8.SS.US.21	Describe the differences in the lives of free blacks, free whites, Asian Americans, Hispanic Americans, and enslaved peoples of the mid-1800s.	Describe differences in lives of various groups of mid-1800s.
6-8.SS.US.22	Describe the role of the Northwest Ordinance and its effect on the banning of slavery.	Describe role of Northwest Ordinance and its effect.
6-8.SS.US.23	Describe the roles of Calhoun, Webster, and Clay on the nature of the union among the states.	Describe roles of Calhoun/Webster/Clay on nature of union among states.

6-8.SS.US.24	Describe how the following increased sectional tensions in the United States: the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, Dred Scott v. Sanford decision, and the changes in the political party system.	Describe what had increased sectional tensions in US.
6-8.SS.US.25	Describe how major issues debated at the Constitutional Convention help explain the Civil War.	Describe how major issues debated at Constitutional Convention help explain Civil War.
6-8.SS.US.26	Explain the reasons why Southern states seceded from the Union.	Explain reasons why Southern states seceded from Union.
6-8.SS.US.27	Describe the resistance of enslaved people before and during the Civil War and the role of African Americans in the war.	Describe role of African Americans in Civil War.
6-8.SS.US.28	Examine Abraham Lincoln's presidency with respect to his military and political leadership, the evolution of his emancipation policy, and the role of his significant writings and speeches, including an analysis of the Gettysburg Address.	Examine presidency of Abraham Lincoln.
6-8.SS.US.29	Use evidence to explain the reasons why the North won the Civil War, considering the critical events and battles of the war, the leadership of the North and South, and the respective advantages and disadvantages of both sides.	Explain why the North won the Civil War.
6-8.SS.US.30	Describe how the Civil War affected combatants, civilians, the physical environment, and the future of warfare.	Describe how Civil War affected combatants/civilians/physical environment/future of warfare.
6-8.SS.US.31	Use primary and secondary sources to describe the different positions leading into the Reconstruction of the South following the Civil War, as well as the actual consequences of the Reconstruction.	Describe different positions leading into Reconstruction of the South and actual consequences of Reconstruction.

6-8.SS.US.32	Describe the policies of the Freedman’s Bureau and the restrictions placed on the rights and opportunities of freedmen including racial segregation and Black Codes, and discuss how such policies and restrictions interfered with human dignity and the principle of solidarity.	Describe policies of Freedmans Bureau.
6-8.SS.US.33	Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.	Describe new role of African Americans in govt in years after the Civil War and resistance of Southern whites to this change.
6-8.SS.US.34	Describe the intent and effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	Describe intent/effect of 13th/14th/15th Amendments.

Cross Content Literacy		
6-8.CL.1	Solve authentic problems through open-ended inquiry and ideation to build problem-solving techniques and learning in various contexts.	Solve authentic problems through open-ended inquiry/ideation.
6-8.CL.2	Summarize content-specific traditional texts and digital media in simpler but still accurate terms.	Summarize in simpler/accurate terms.
6-8.CL.3	Determine whether an author’s perspective is in accord or discord with Catholic teaching.	Determine whether perspective of author is in accord/discord with Catholic teaching.
6-8.CL.4	Identify omitted information in a piece of published work and infer reasons for such omissions.	Identify omitted information in published work and infer reasons for omissions.
6-8.CL.5	Identify an author’s claim, evidence, reasoning, and anticipated counterclaim in a published work.	Identify claim, evidence, reasoning, anticipated counterclaim.

6-8.CL.6	Explain a published work's purpose, tone, and structure in relation to the author's perspective and the intended audience.	Explain purpose/tone/structure.
6-8.CL.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms and content-specific vocabulary.
6-8.CL.8	Use content-specific vocabulary in the creation of texts or media.	Use content-specific vocabulary.
6-8.CL.9	Compare various domain-specific texts or media (i.e. historical primary sources, scientific research, videos, websites, etc.) in their structural features and design.	Compare various texts/media.
6-8.CL.10	Compare the claims, evidence, and reasoning of various arguments.	Compare claims/evidence/reasoning of various arguments.
6-8.CL.11	Present a clear understanding of a complex topic through the use of multiple relevant and useful sources of information.	Present a clear understanding of a complex topic.
6-8.CL.12	Accurately cite sources of information for use as evidence and reasoning to support an argument.	Accurately cite sources of information.
6-8.CL.13	Construct an argument using a claim, evidence, reasoning, and counterclaim to demonstrate understanding of a content-specific topic of inquiry.	Construct argument using claim, evidence, reasoning, counterclaim
6-8.CL.14	Use collaboration to connect with peers and experts to explore various topics.	Connect with peers/experts to explore topics.
6-8.CL.15	Inform and influence audiences, through verbal communication and the creation of media and writing, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.	Inform/influence audiences to proclaim Word of God/promote greater good.

6-8.CL.16	Self-reflect, using metacognitive strategies, on the specific and individual processes and techniques used to complete academic tasks in order to assess progress toward academic goals.	Assess progress toward academic goals.
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**Ninth through Twelfth Grade Social Studies Curriculum Standards
(compiled list of all curriculum standards for Social Studies in grades 9-12)**

Students who demonstrate understanding of high school social studies are able to --

HS.SS.1	Apply Catholic virtues and democratic principles when working with others.
HS.SS.2	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.
HS.SS.3	Compare the actions of people according to their historical and cultural norms to the expectations of Catholic moral norms, virtues, and the Catholic understanding of the human person.
Civics and Government	
HS.SS.Gov.1	Analyze the concepts of subsidiarity and solidarity and their effects on local, regional, and national governments in the pursuit of justice and peace.
HS.SS.Gov.2	Disprove the political philosophies that claim a.) society is artificial and b.) society is an impediment to personal growth, using reflection of the Catholic belief that humanity is naturally social, as embedded in the order of creation.
HS.SS.Gov.3	Identify, distinguish among, and provide examples of different forms of governmental structures by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.
HS.SS.Gov.4	Explain the purposes and uses of constitutions in defining and limiting government, using examples of the past and present.
HS.SS.Gov.5	Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of primary documents.
HS.SS.Gov.6	Identify and explain the fundamental values of America's constitutional republic and their reflection in the principles of the United States Constitution.

HS.SS.Gov.7	Identify Catholics' civic responsibilities and explain how they are important to the preservation and improvement of American constitutional democracy.
HS.SS.Gov.8	Evaluate how Americans use the principles of Catholic Social Teaching, in either individual or collective actions, to narrow gaps between American ideals and the realities of society.
HS.SS.Gov.9	Analyze conflicts that arise in society due to competing constitutional principles or fundamental values, using past and present policies.
HS.SS.Gov.10	Analyze within historical context the ideas presented in a range of primary sources about the fundamental values of liberty, justice, and equality.
HS.SS.Gov.11	Use a model to explain the purposes, organization, functions, and processes of the three branches of government as enumerated in Articles I, II, and III of the Constitution.
HS.SS.Gov.12	Identify and examine tensions between the three branches of government, using specific case studies and examples.
HS.SS.Gov.13	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
HS.SS.Gov.14	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of the government.
HS.SS.Gov.15	Use historical and contemporary court cases to explain how the Constitution is maintained as the supreme law of the land.
HS.SS.Gov.16	Describe how Constitutional amendments beyond the Bill of Rights both extended and limited the power of government.
HS.SS.Gov.17	Describe limits the U.S. Constitution places on powers of the states and the federal government's power over the states.
HS.SS.Gov.18	Explain the tension among federal, state, and local governmental power using the necessary and proper

	clause, the commerce clause, and the Tenth Amendment.
HS.SS.Gov.19	Describe how state and local governments are organized, their major responsibilities, their major sources of revenue, and the mechanisms through which citizens can monitor and influence them.
HS.SS.Gov.20	Explain the meaning and importance of equal protection of the law and the considerations commonly used to deny, limit, or extend protection of individual rights, in reflection of Catholic teaching and the dignity of the human person.
HS.SS.Gov.21	Create a model to analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
HS.SS.Gov.22	Explain how interest groups, the media, political action committees, voluntary and civic associations, professional organizations, and individuals can influence and determine the public agenda.
HS.SS.Gov.23	Describe the evolution of political parties and their contemporary influence on public policy.
HS.SS.Gov.24	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.
HS.SS.Gov.25	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president, Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
HS.SS.Gov.26	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues.
HS.SS.Gov.27	Analyze the impact of U.S. foreign policy on other parts of the world and the impact of world events on U.S. foreign policy.
HS.SS.Gov.28	Describe the role and impact of the Catholic Church, as well as other non-governmental international organizations, on global events and decisions.
HS.SS.Gov.29	Identify and explain the relationships and conflicts among personal rights, political rights, and economic rights
HS.SS.Gov.30	Describe and explore the limit and scope of rights outlined in the Amendments, using specific case studies and

	examples.
Economics	
HS.SS.Econ.1	Apply the Catholic understanding of the dignity of the human person and the dignity of work to economic principles.
HS.SS.Econ.2	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
HS.SS.Econ.3	Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.
HS.SS.Econ.4	Explain, using examples as evidence, how scarcity, choice, and opportunity costs affect decisions that households, businesses, and governments make in the marketplace.
HS.SS.Econ.5	Evaluate the advantages or disadvantages of different business structures and their implications for the economy.
HS.SS.Econ.6	Describe the benefits and consequences of competition in specific markets.
HS.SS.Econ.7	Compare how supply, demand, price, equilibrium, elasticity, and incentives (monetary and nonmonetary) affect the workings of a market.
HS.SS.Econ.8	Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.
HS.SS.Econ.9	Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.
HS.SS.Econ.10	Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the current and future state of an economy.
HS.SS.Econ.11	Using the circular flow model, analyze the roles of and the relationship between households, business firms,

	financial institutions, and government and non-government agencies in the economy of the United States.
HS.SS.Econ.12	Analyze the consequences--intended and unintended--of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
HS.SS.Econ.13	Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences--intended and unintended--of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals.
HS.SS.Econ.14	Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
HS.SS.Econ.15	Identify and classify factors that affect economic growth in various developing nations.
HS.SS.Econ.16	Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economics of the United States and Western Europe.
HS.SS.Econ.17	Compare command, market, and mixed economies, and analyze their impacts on the global economy and American economy.
HS.SS.Econ.18	Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.
HS.SS.Econ.19	Explain why goods and services are produced in one nation or locale versus another, using the concepts of absolute and comparative advantage.
HS.SS.Econ.20	Assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.
HS.SS.Econ.21	Describe how interest rates in the United States and globally impact the value of the dollar against other currencies, and explain value of goods and services of the United States in other markets.
HS.SS.Econ.22	Develop a personal finance strategy for earning, tithing, spending, saving and investing resources, and develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer.

HS.SS.Econ.23	Interpret within a given context the key components of personal finance, including money management, charitable giving, saving and investment, spending and credit, income, mortgages, retirement, and insurance.
HS.SS.Econ.24	Create a model to discuss the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
Geography	
HS.SS.Geo.1	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
HS.SS.Geo.2	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
HS.SS.Geo.3	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
HS.SS.Geo.4	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
HS.SS.Geo.5	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
HS.SS.Geo.6	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
HS.SS.Geo.7	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
HS.SS.Geo.8	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
United States History	

HS.SS.US.H.1	Use primary United States documents to identify the core democratic ideals of American society, and discuss the ways American society moved toward and/or away from its core ideals over time, and examine how such ideals adhere to or conflict with Catholic teaching.
HS.SS.US.H.2	Develop an argument about the changing character of American political society in the eras of the American Revolution and American Civil War, and the roles of key individuals across cultures in supporting the change.
HS.SS.US.H.3	Describe the major trends and transformations in American life prior to 1877, including changing political boundaries, regional economic differences, the nature of the labor force, changes in population, patterns of immigration and migration, development of cities, and major changes in Foreign Affairs.
HS.SS.US.H.4	Analyze the factors that enabled the United States to become a major industrial power by the late 1800s.
HS.SS.US.H.5	Describe the development of organized labor, the growth of populism and the populist movement, and dignity of work and rights of workers during the Industrial Revolution.
HS.SS.US.H.6	Explain the causes and consequences of American urbanization from 1870 to 1930.
HS.SS.US.H.7	Describe the social, political, economic, and cultural shifts at the end of the 19th century and beginning of the 20th century, including the development of transportation systems, the treatment of African Americans at the rise of Southern segregation, and the policies toward American Indians.
HS.SS.US.H.8	Describe the Catholic Church's role in shaping United States history, including but not limited to the history of Catholic schools, the immigration of European Catholics in the 19th century, the controversy of Catholic Americanism, and Catholic Worker Movement, Catholic political and social leaders of past and present, and the 21st century immigration of Latin American Catholics.
HS.SS.US.H.9	Describe how America redefined its foreign policy between 1890 and 1914, and discuss the causes and consequences of the United States' emergence as an imperial power.
HS.SS.US.H.10	Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

HS.SS.US.H.11	Describe the domestic impact of WWI on the growth of the US government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and internal migration.
HS.SS.US.H.12	Explain how Wilson’s “Fourteen Points” differed from proposals by others in the debate over the Versailles Treaty, US participation in the League of Nations, and the redrawing of European political boundaries.
HS.SS.US.H.13	Evaluate major public and social issues emerging from the changes in industrial, urban, and global America from 1890 to 1930 by analyzing the solutions or resolutions developed by Americans and their consequences.
HS.SS.US.H.14	Identify and explain the significance of the struggle between traditional and modernizing trends of the 1920s.
HS.SS.US.H.15	Explain and evaluate the multiple causes and consequences of the Great Depression.
HS.SS.US.H.16	Use primary and secondary sources to examine the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war.
HS.SS.US.H.17	Evaluate the role of the United States in fighting war militarily, diplomatically, and technologically across the world.
HS.SS.US.H.18	Identify and describe the changes in American life as a result of the United States’ participation in WWII.
HS.SS.US.H.19	Use primary and secondary sources to analyze the Catholic, American, and international responses to genocide in the Holocaust.
HS.SS.US.H.20	Describe the factors that contributed to the Cold War, compare the causes and consequences of the setbacks and successes of the American policy of “containing” the Soviet Union, and describe the factors that led to the end of the Cold War.
HS.SS.US.H.21	Use population data to produce and analyze maps that show the major changes in population distribution following WWII.
HS.SS.US.H.22	Use primary and secondary sources to describe major domestic issues in the Post-WWII era and the policies designed to meet those challenges.

HS.SS.USH.23	Compare Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies in terms of causes, programs, and impacts of each.
HS.SS.USH.24	Using Catholic Teaching and Core Democratic Values, evaluate the competing perspectives and controversies among Americans generated by US Supreme Court decisions.
HS.SS.USH.25	Use primary sources to identify the key events, documents, and organizations involved in the Civil Rights and Women’s Rights movements.
HS.SS.USH.26	Compare the ideals expressed in various primary documents of United States history, such as Martin Luther King’s March on Washington speech, the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address, and describe how those ideals adhere to or conflict with Catholic teaching.
HS.SS.USH.27	Evaluate the major accomplishments and setbacks in civil rights and liberties for American minority groups during the 20th century, and examine humanity’s roles and responsibilities to participate in the building up of society as contribution to the common good.
HS.SS.USH.28	Describe the causes and consequences of the civil unrest that occurred in American cities, including Detroit, in reaction to poverty and civil rights.
HS.SS.USH.29	Explain the impact of globalization on the United States’ economy, politics, society, and role in the world.
HS.SS.USH.30	Describe the shifting role of the United States in the world from 1980 to present, including events and triggers that influence changes in American domestic and international policies.
World History	
HS.SS.WH.1	Analyze history as the story of humanity’s various anticipations of and longing for the happiness and truth brought by Jesus Christ, and evaluate historical situations and cultures as a reflection of the quest for God written into the human heart.

HS.SS.WH.2	Identify and describe the global impact, religious influences, and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.
HS.SS.WH.3	Explain the demographic, environmental, and political consequences of European oceanic travel and conquest, and evaluate the impact of such exchanges in the late 15th and 16th centuries.
HS.SS.WH.4	Compare the causes and consequences of the trans-Atlantic slave trade system to other systems of labor during this era.
HS.SS.WH.5	Evaluate and compare the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.
HS.SS.WH.6	Evaluate the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.
HS.SS.WH.7	Compare the 18th century economic and political systems of industrialism and democracy with the agriculture and absolutism of the previous era.
HS.SS.WH.8	Describe Europe's increasing global power between 1500 and 1900, and explain the influence of the Roman Catholic Church as well as other factors both internal and external to Europe that contributed to this increase of global power.
HS.SS.WH.9	Compare the growth of Nationalism and the rise of nation-states in the western context and non-western context.
HS.SS.WH.10	Compare the origins, characteristics, and consequences of industrialization in different regions and describe their social, economic, and environmental impacts
HS.SS.WH.11	Use historical evidence and maps to explain the causes and global consequences of 19th century imperialism.
HS.SS.WH.12	Use historical evidence and maps to explain the changes in the global balance of military, political, and economic power between 1900 and 1945.

HS.SS.WH.13	In examination of the fundamental right to life, the dignity of the human person, and our call to care for all of God's people, describe the causes and consequences of genocide in various regions of the world in the 20th and 21st centuries.
HS.SS.WH.14	Evaluate how significant technological and scientific innovations have both benefitted and imperiled the common good of humanity.
HS.SS.WH.15	Identify cases of significant technological and scientific innovations benefiting the common good of humanity and those that have imperiled progress of our shared responsibility to care for the world.
HS.SS.WH.16	Compare modern warfare with warfare of previous eras, including analysis of its moral implications and societal outcomes.
HS.SS.WH.17	Explain the causes, characteristics and consequences of World War I.
HS.SS.WH.18	Describe the transformations that shaped world societies between World War I and World War II.
HS.SS.WH.19	Explain the causes, characteristics, and consequences of World War II.
HS.SS.WH.20	Explain the origins of the Cold War, compare the causes and consequences of major Cold War conflicts, and explain the significance of the end of the Cold War.
HS.SS.WH.21	Compare the regional struggles for and against independence, decolonization, and democracy across the world, including the impact of imperialism after the Cold War, the changing nature of resource exploitation, and the formation of new nations.
HS.SS.WH.22	Describe economic interdependence as a result of globalization, including analysis of world trade patterns, its impact on those who labor, cultural diffusions, and the distribution of global wealth and resources.
HS.SS.WH.23	Evaluate the efforts to narrow the inequitable distribution of global resources, explain humanity's role in distributing resources that are basic and universal human rights, and construct potential long-term solutions.

HS.SS.WH.24	Discuss the causes and challenges of continuing and new world conflicts by identifying tensions resulting from ethnic, territorial, religious, and nationalist differences; describing the causes of and responses to ethnic cleansing and genocide; identifying local and global attempts at peacekeeping; and describing the types of warfare used in these conflicts.
Psychology	
HS.SS.Psy.1	Develop an understanding of the limitations of psychological study, as the human person consists of both body and soul.
HS.SS.Psy.2	Demonstrate a basic understanding of the scientific methods used in psychological investigation.
HS.SS.Psy.3	Investigate human behavior from biological, cognitive, behavioral, sociocultural, and Catholic perspectives.
HS.SS.Psy.4	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
HS.SS.Psy.5	Adhere to and consider the impact of American Psychological Association, federal guidelines, and Catholic moral theology for the ethical treatment of human and nonhuman research participants.
HS.SS.Psy.6	Explain how the validity and reliability of observations and measurements relate to data analysis.
HS.SS.Psy.7	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
HS.SS.Psy.8	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
HS.SS.Psy.9	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
HS.SS.Psy.10	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

HS.SS.Psy.11	Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
HS.SS.Psy.12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
HS.SS.Psy.13	Explain how social, religious, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
HS.SS.Psy.14	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
HS.SS.Psy.15	Use information from different psychological sources to generate research questions.
HS.SS.Psy.16	Use existing evidence and formulate conclusions about psychological phenomena.
HS.SS.Psy.17	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and/or social issues.
HS.SS.Psy.18	Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
HS.SS.Psy.19	Discuss ways in which the applications of psychological science and Catholic social teaching can address domestic and global issues.
HS.SS.Psy.20	Use and apply psychological knowledge and Catholic teaching to promote healthy lifestyle choices and civic engagement.
Sociology	
HS.SS.Soc.1	Recognize the Catholic belief that humanity is naturally social, as embedded in the order of creation.
HS.SS.Soc.2	Explain the sociological perspective and how it differs from other social sciences.

HS.SS.Soc.3	Define social context in terms of the external forces that shape human behavior.
HS.SS.Soc.4	Identify how social context influences individuals.
HS.SS.Soc.5	Illustrate how sociological analysis can provide useful data-based information for decision making.
HS.SS.Soc.6	Determine examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
HS.SS.Soc.7	Identify the major components of culture.
HS.SS.Soc.8	Cite examples of how culture influences the individuals in it.
HS.SS.Soc.9	Identify and explain the role of important social and religious institutions in society.
HS.SS.Soc.10	Analyze how social structures and cultures change.
HS.SS.Soc.11	Analyze the influence of the primary agents of socialization and why they are influential.
HS.SS.Soc.12	Explain the social construction of self and groups.
HS.SS.Soc.13	Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
HS.SS.Soc.14	Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.
HS.SS.Soc.15	Identify common patterns of social inequality.
HS.SS.Soc.16	Interpret the effects of inequality on groups and individuals.
HS.SS.Soc.17	Analyze why the distribution of power and inequalities can result in conflict.
HS.SS.Soc.18	Propose and evaluate various responses to inequality.

	Cross-Content Literacy
HS.CL.1	Solve authentic problems through open-ended inquiry and ideation in various contexts.
HS.CL.2	Paraphrase complex content-specific texts and media in simpler but still accurate terms.
HS.CL.3	Determine to what extent an author's work is in accord or discord with Catholic teaching.
HS.CL.4	Identify important issues that remain unresolved in a traditional text or digital media.
HS.CL.5	Identify the perspective, potential bias, and credibility of primary and secondary sources based on their maker, date, place of origin, intended audience, and intended purpose.
HS.CL.6	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as used in content-rich texts.
HS.CL.7	Use content-specific vocabulary in the creation of texts and media.
HS.CL.8	Identify and evaluate the claim, evidence, reasoning and counterclaims in a piece of published work, and verify or challenge the position by using other sources of information.
HS.CL.9	Analyze and compare the elements and structures of domain-specific published work (i.e. historical primary sources, scientific research, videos, websites, etc.).
HS.CL.10	Synthesize information from a range of sources to demonstrate a clear understanding of a complex topic.
HS.CL.11	Precisely and appropriately cite sources of information for use as evidence and reasoning to enhance an argument.
HS.CL.12	Construct an argument using precise claims, counterclaims, reasoning, and evidence to demonstrate understanding of a complex topic of inquiry.

HS.CL.13	Use collaboration to connect with peers and experts to explore various points of view on particular topics in various contexts.
HS.CL.14	Inform and influence audiences, through verbal communication and the creation of media and writing, for a variety of specific purposes, including to proclaim, defend, and share the teachings of our Catholic faith and to promote the greater good of society.
HS.CL.15	Use metacognitive strategies to examine the specific and individual processes and techniques used in completing various academic tasks in order to assess one's progress toward academic goals.

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Social Studies
in grades K-12**

Acknowledgements for Curriculum Standards for Social Studies

The Diocese of Grand Rapids Office of Catholic Schools Curriculum Standards for Social Studies were drafted in reflection of

AP United States History Course Description. College Board, 2017.

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The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. National Council for the Social Studies, 2013.

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Guernsey, Dan, and Denise Donohue. *Catholic Curriculum Standards*. The Cardinal Newman Society, 2016.

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Second Vatican Council. *Communio et Progressio: On the means of Social Communication*. 1971.

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Test Specifications for the Redesigned SAT. College Board, 2015.

Acknowledgements for Curriculum Standards for Cross-Content Literacy

The Diocese of Grand Rapids Curriculum Standards for Cross-Content Literacy in grades six through twelve were drafted in reflection of

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AP Environmental Science Course Description. College Board, 2013.

AP Physics 1 Course Description. College Board, 2017.

AP United States Government and Politics Course Description. College Board, 2014.

AP United States History Course Description. College Board, 2017.

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Seven Themes of Catholic Social Teaching. United States Conference of Catholic Bishops. 2005.

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Van Andel Education Institute (VAEI), 2017.

Note on **Shared-Time Teachers**

Shared-time teachers employed by their local public school districts must comply with the curriculum guidelines of the local public school districts. Each is a Michigan public school as those terms are defined within the 1998 Public Act 339. The curriculum provided in those programs shall comply with all regulations required by Public Act 339.