

Social Studies	
History	Kindergarten
SCRIPTURE	
<i>teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age</i> Matthew 28:20	
STANDARD	
<ol style="list-style-type: none"> 1. Exhibit mastery of essential dates, persons, places in Western traditions and compare and contrast with the Catholic Church using the following: 2. Graphic Organizers 3. Observation 4. Cause and effect 5. Story telling 6. Demonstrate a general understanding of the story of humanity from creation to present from Catholic concept including the lives of the Saints. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events retell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3) 7. Exhibit knowledge about great figures, places and religious objects of history in our Church, (Priest, Deacon, Religious) places, (School, Church, Adoration Chapel, Prayer Corner) objects, (Rosary, Bible, Sacramental) and events (Baptism, Wedding, Funeral, Mass, Holy Day or Feast Day Activities) and, with prompting and support, provide additional detail. (K.SL.4) 8. Discriminate between what is positive in this world, what needs to be transformed and what injustices need to be overcome by asking and answering questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3) 9. Discuss the significance and impact of the Catholic Church throughout history by participating in collaborative conversations with diverse partners about the significance and texts with peers and adults in small and larger groups. 	
EXAMPLES	
Parables, Literature, Scripture, Saints	
ESSENTIAL QUESTIONS	
Why is it important to know our Catholic traditions?	
Vocabulary	
traditions, observation, cause, effect, retell	

Parables

The Parable of the Mustard Seed Matthew 13:31-32

The Parable of the Sower Matthew 13:1-9

The Parable of the Lost Sheep Luke:1-7

Literature

What does a priest do? What does a nun do? By Susan Heyboer O'Keefe

Cloud of Witnesses: A Child's First Book of Saints by Katie Werner and Meg Wahlen

Women of Faith by Calee M. Lee and Lisa Graves

Aesops Fables

Scripture

Story of Creation (Genesis 1:1-2;4) (Genesis 2:6-25)

Retell or illustrate the Birth of Jesus (Luke 18:15-17)

Annunciation (Luke 1:28-38)

Guardian Angels (Luke 1:26-36)

Saints

St. Nicholas- December 6

Mary, Mother of God-January 1

St. Michael-Feast Day September 29

St. Gabriel-Feast Day September 29

Activities

1. Christmas Traditions Around the World- Explain to the children that we are going to be explorers and take a trip around God's beautiful world exploring different locations to learn about how children around the world celebrate during the season of Advent. Create passports with a picture of the student, map of the world coloring land green and water blue including the north pole, south pole and equator to reinforce or introduce map skills. Cut and paste both items on a piece of brown paper stapled together with a rectangle cut out for the handle for their luggage.

Pretend to fly to certain destinations by lining the students up on the floor as if they are on a plane. Have them enter and state their first and last name to a flight attendant with boarding passes printed out for each location. You can find examples on several

different websites. One destination example is France. Find explanations for how children in France celebrate explaining how they help create and set out creches (nativity scenes) and add a few important leaders within their community. Another location is Sweden and during this flight describe the traditions of St. Lucia day celebrated on December 13th.

2. Read a bible story, parable or scripture and use the five finger retell chart that includes, characters, setting, plot, problem and solution.

Social Studies

Civics/Government	Kindergarten
SCRIPTURE	
<i>Be kind to one another, compassionate, forgiving one another as God has forgiven you in Christ</i> Ephesians 4:32	
STANDARD	
<ol style="list-style-type: none"> 1. Asking the Holy Spirit to help guide us, make good choices 2. Allowing the Lord to be in our hearts and demonstrating respect and solicitude to individual differences among peers and school community 3. Remembering to pray every day will help build a relationship with Christ and help students self-moderate their behavior 4. Using Bible stories, stories about angels, the lives of the Saints, personal experiences being Catholic, initiate collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) 5. Follow the Virtuous Behavior Formation expectations for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (K.SL.1a) 6. Being respectful and remembering that everyone is a child of God, continue a conversation through multiple exchanges. (K.SL.1b) 7. Confirm understanding of a text read aloud (EX: Bible stories, Parables, Prayers) or information presented orally at Mass or through other media(EWTN or Formed) by asking and answering questions about key details and requesting clarification if something is not understood. 	
EXAMPLES	
Parables, Literature, Scripture, Saints	
ESSENTIAL QUESTIONS	
Why would it be important to ask questions about our Faith if you do not understand?	
Vocabulary	
choice, sharing, listening, taking turns, respect, reverent	

Parables

The Good Samaritan Luke 10:30-37

The Golden Rule Luke 6:27-36

The Popularity Principle Proverbs 3:3-6

Literature

The Berenstain Bears and the Golden Rule by Saddle Stitch and Stan Berenstain

My First Read and Learn Love & Kindness Bible Stories by American Bible Society, Amy Parker, Walter Carzon

Winnie the Pooh: The Complete Collection of Stories and Poems by A a Milne

Aesop's Fables by Jerry Pinkney

Scripture

Story of Creation (Genesis 1:1-2;4) (Genesis 2:6-25)

Retell or illustrate the Birth of Jesus (Luke 18:15-17)

Annunciation (Luke 1:28-38)

Guardian Angels (Luke 1:26-36)

Saints

St. Nicholas

Mary, Mother of God

St. Michael

St. Gabriel

Activities

1. Begin the school year explaining the school rules and continuously go over the rules and why they are so important throughout the school year. For example, school rules might be Caring, Responsible, Obedient, Successful, Stewards. Explain in detail what they look like and scenarios that correlate to each rule.

Read the parable of The Golden Rule and the book The Berenstain Bears and the Golden Rule from the above list. Refer back to your school rules and ask them what exactly does it mean to “treat others as you wish to be treated”. Make a picture T chart like the one below. Write or draw examples as a group to discuss what does it look like to follow the Golden Rule and what does it look like when someone does NOT follow the rule.

Following the Golden Rule	Not Following the Golden Rule
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2. To check for understanding of a Holy Day of Obligation Mass or Sunday Mass, refer to the Catholic Kids Bulletin website. Several resources are available that are useful for reviewing Mass and its meaning that is appropriate for the developmental age of a Kindergarten student.

<http://www.catholickidsbulletin.com/>

Geography	Kindergarten
SCRIPTURE	
<i>God called the dry land "earth," and the basin of water he called "sea." God saw that it was good</i> Genesis 1: 10	
STANDARD	
<p>1. Describing that His creation is an outward sign of God's love and Goodness and therefore is "sacramental" in nature.</p> <p style="padding-left: 40px;">Demonstrate mental mapping skills</p> <p style="padding-left: 40px;">2. observe</p> <p style="padding-left: 40px;">3. describe</p> <p style="padding-left: 40px;">4. locate</p> <p style="padding-left: 40px;">5. directionality: above/below, left/right, near/far, here/there</p> <p style="padding-left: 40px;">6. Add drawings or other visual displays to descriptions as desired to provide additional detail about Bible stories or the life of Jesus and the lives of the saints. (K.SL.5)</p>	
EXAMPLES	
Parables, Literature, Scripture, Saints	
ESSENTIAL QUESTIONS	
Why does God want us to know how to navigate His Creation by using a map?	
Vocabulary	
Map, north, south, east, west, compass, land, water, equator	

Parable

The Mustard Seed Matthew 13:31-32, Mark 4:30-32, Luke 13:18-19

Literature

Follow that Map: A First Book of Mapping Skills by Scot Ritchie

There's a Map on my Lap: All About Mapping Skills by Tish Rabe

In the Beginning: The Story of Creation by Parragon

Scripture

Story of Creation (Genesis 1:1-2;4) (Genesis 2:6-25)

Retell or illustrate the Birth of Jesus (Luke 18:15-17)

Annunciation (Luke 1:28-38)

Guardian Angels (Luke 1:26-36)

Saints

St. Nicholas

Mary, Mother of God

St. Michael

St. Gabriel

Activities

1. Review the story of Creation by reading In the Beginning: The Story of Creation by Parragon. Explaining God created the Earth and wants us to explore it by using our five senses, but first we need to master our map skills in order to become young explorers.

Use a basic map to start discussions for land and water. Discuss there is more water than land. If needed add a compass and discuss directions: north, east, south, west and draw a middle line for the equator.

Here is a link to an example of a basic map. <http://www.flyingintolearning.com/2014/10/maps-globes-and-our-world-plus-freebie.html>

2. Extension Activities-Discuss biblical maps and listen to audio descriptions while pointing out important locations. Below is a link for resources.

<http://www.kidsbiblemaps.com/>

Build a map of Jerusalem

<http://www.catholicicing.com/jerusalem/>

Social Studies	
History	First Grade
SCRIPTURE	
<i>If He should determine to do so, If He should gather to Himself His spirit and His breath, All flesh would perish together, And man would return to dust. Job 34:14-15</i>	
STANDARD	
<ol style="list-style-type: none"> 1. Create a timeline from biblical events. 2. Use information to problem-solve 3. Compare and contrast historical and/or religious events or experiences 4. Analyze a problem 5. Demonstrate cause and effect 6. Ask and answer questions about key details in a text, discovering the Truth, by using Bible stories in the Old and New Testament (1.R.1) 7. Describe character, settings, and major events in a biblical story, using key details. EX: The Easter story Describe the spiritual connection between two individuals, events, ideas, or pieces of information. (1.R.2) 8. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. EX: Prayers such as the Hail Mary, Our Father Family: Holy Family, Church Family, immediate family Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.R.3) 9. Use illustrations and details in a story or text to describe its key ideas, characters, setting, or events and EX: New Testament stories, The Visit of the Shepherds; Luke 2:15-20, Books with pictures about the life of Jesus or the life of the saints. (1.R.7) 10. Compare and contrast the adventures and experiences of characters in stories. EX: Noah's Ark; compare the experience of Noah's families with the experience of the animals. 	
EXAMPLES	
<p><u>Parables:</u> The Visit of the Shepherds -Luke 2:15-20</p> <p>Noah's Ark -Genesis 6:1-11:32</p> <p><u>Literature:</u> <i>The Jesus Storybook Bible: Every Story Whispers His Name</i> by Sally Lloyd-Jones: From the Old Testament through the New Testament, as the Story unfolds, children will clearly see that Jesus is at the center of God's great story of salvation—and at the center of their story too.</p> <p><i>Loyola Kids Book of Saints</i> by Amy Welborn: This inspiring collection of saints' stories explains how saints become saints, why we honor them, and how they help us even today.</p>	

Saints:

Saint Bede the Venerable- Patron Saint of Catholic Scholars

ESSENTIAL QUESTIONS

Students will evaluate historic and current events to understand that as Christians we are called to be compassionate and advocate for the just treatment of all people and recognize the role of the Church in human history.

VOCABULARY TERMS

Ark, Noah, Saints, chronological, timeline, events, history, past, present, Old Testament, New Testament

ACTIVITIES

1. Talk about events that happened in school and Church.
2. Place a series of events such as the Triduum that occurred during their lifetime of Jesus in chronological order.
3. Have students share something about their past and why it is important to know about their past.
4. Use a story or an image about the distant past to tell about what life was like during that period.
5. Talk about the role of saints in history.
6. Describe what life was like when Jesus was alive.

Social Studies

Civics/Government

First Grade

SCRIPTURE

“And the Lord said, “Listen to what the unjust judge says. And will not God bring about justice for his chosen ones, who cry out to him day and night? Will he keep putting them off? I tell you, he will see that they get justice, and quickly. However, when the Son of Man comes, will he find faith on the earth?”

-Luke 18:2-8

“Moses summoned all Israel and said: Hear, Israel, the decrees and laws I declare in your hearing today. Learn them and be sure to follow them. The LORD our God made a covenant with us at Horeb.”

-Deuteronomy 5:1-2

STANDARD

1. Allow the Holy Spirit to guide us in our interactions and communications with others in a respectful manner
2. Create and follow God's rules
3. Recognized shared American Catholic ideals
4. exemplify our personal character traits given by God and allow the Holy Spirit to guide us
5. Participate in collaborative conversations with diverse partners about grade 1 topics and texts (using Bible stories and stories about the life of Jesus and the lives of the Saints, personal experiences being Catholic) with peers and adults in small and larger groups. (1.SL.1)

EXAMPLES

Parables:

Ten Commandments

-Exodus 20, Deuteronomy 5

The Good Samaritan

-Luke 10:25-37

The Parable of the Persistent Widow and crooked Judge

-Luke 18:2-8

Literature:

Cloud of Witnesses: A Child's First Book of Saints by Katie Warner: An introduction to friendship with the saints in heaven. Filled with simple but profound lessons from well-known saints, each page gives a short, memorable quote accompanied by a beautiful illustration of the saint who spoke or wrote it.

The Ten Commandments by Allia Zobel Nolan: These examples explain God's Rules as they were written and how they apply to a youngster's life today. In the back of the book, there's a "Dig Deeper" section so kids can discover why God made these rules and how they can best follow them.

Saints:

Saint Thomas More, Patron Saint of Political Leaders

Martin de Porres, The Patron Saint of Charity and Justice

ESSENTIAL QUESTIONS

We recognize the importance of rules, obey rules, and behave in ways that reflect respect for God, self, and others. Explain what it means to be a citizen of the United States and a follower of Christ.

VOCABULARY TERMS

Rules, responsibilities, resolution, conflict, leader, commandments, obey, laws, Saints, citizen

ACTIVITIES

1. Interview family members about what they feel makes a person a good leader. Then create a list of traits that family members describe. Share your list with the class.
2. Choose a leader and create a poster showing why he or she is or was a good leader. Illustrate your posters, and use character traits, such as responsibility, fairness, or respect, as labels.
3. Choose a school rule, and draw a picture of children following the rule. Then write a sentence about the purpose of that rule.
4. What are some ways you can add these laws to your family's rule? Write a list of family rules.

Social Studies

Geography First Grade

SCRIPTURE

“In His hand are the deep places of the earth; The heights of the hills are His also. The sea is His, for He made it; And His hands formed the dry land. — Psalm 95:4-5

“The Lord God then took the man and settled him in the garden of Eden, to cultivate and care for it.” - Genesis 2:15

STANDARD

Describing that His creation is an outward sign of God’s love and Goodness and therefore is “sacramental” in nature:
1. identify your school and parish
2. describe the purposes of maps and globes
3. locate major features on a map
4. identify your home address
5. identify your school's name
6. map physical and human features
7. observe and record the weather
8. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.M.G.4)

EXAMPLES

Parables:
Magi followed the star to a house
- Matthew 2:9-10

Literature:
Me on the Map by Joan Sweeney:
A beloved bestseller that helps children discover their place on the planet.

How the World Works: A Hands-On Guide to Our Amazing Planet (Explore the Earth)
by Christian Dorion and Beverley Young:
How do the ocean currents move? What is a carbon footprint? Why does it rain? Readers are invited on a novelty-packed journey of discovery to find out how the earth works. Answering a multitude of questions about how our world works and introduces the earth's important cycles and offers an exciting way to learn geography and science.

Saints:
All Saints are models for our own personal prayer life.

ESSENTIAL QUESTIONS

Students are able to use a variety of geographic tools to explore, understand and appreciate God’s Creation; to know that as Christians we are called to protect and conserve the Earth’s resources.

VOCABULARY TERMS

Map, Earth, globe, community, state, address, land, water, landforms, bodies of water, weather, environment

ACTIVITIES

1. Describe how physical and person-made features look between home and school (e.g., hilly, flat, a river, trees).
2. Construct a model of the physical and person-made features on the school and Parish grounds or in the neighborhood (e.g., using a sandbox and toys). 14.
3. Describe daily changes in the weather and the seasons in your community.
4. Identify land and water areas on a map of the local community and on a globe.
5. Identify the globe as a model of Earth.
6. Locate objects in the classroom using a simple map.
7. Understand that God created all things: the Earth and all living things.

Social Studies

Economics

First Grade

SCRIPTURE

"The kingdom of heaven is like treasure hidden in a field. When a man found it, he hid it again, and then in his joy went and sold all he had and bought that field." -Matthew 13:44

"No one can serve two masters; for either he will hate the one and love the other, or he will be devoted to one and despise the other. You cannot serve God and wealth." -Matthew 6:24

STANDARD

1. profile a family's needs and wants
2. explore jobs and vocations
3. distinguish between items that meet needs and items that meet wants in a store
4. demonstrate responsible decision making
5. distinguish between barter/trade and money
6. profile a family's charitable acts

EXAMPLES

Parables:

The Parable of the Hidden Treasure and the Pearl
-Matthew 13:44

The Wise and Foolish Servant
-Matthew 24:45-51

Literature:

Lily Learns About Wants and Needs by Lisa Bullard: Lily wants a new bike. And a new raincoat. And ice cream. But how many of these things does she need? As Lily and her dad drive around town, Lily soon discovers that wants and needs are two different things. She picks out which things people have to have. She might even remind her dad that he doesn't need root beer!

Who's Buying? Who's Selling?: Understanding Consumers and Producers by Jennifer S. Larson: Have you ever bought a cold drink at a lemonade stand? Or have you baked cookies for a school bake sale? If so, you're a consumer and a producer! Consumers, producers, buyers, and sellers all provide things other people want and need. How do they work together in the marketplace?

Saints:

Saint Matthew the Apostle- Patron Saint of Financial Matters

ESSENTIAL QUESTIONS

Explain how one's beliefs about God, about humanity, and about material things, affect one's actions. Understand the moral aspects of the economic systems, the moral consequences of how different economic systems operate in exchange, production, distribution and consumption of goods and services

VOCABULARY TERMS

Goods, services, needs, wants, buy, sell, save, spend, share, fair, money, charity

ACTIVITIES

1. Describe resources, how and why people buy and sell, and the function of money.
2. Identify goods and services.
3. Describe a choice they have made and explain why they had to make a choice.
4. Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children); explain why God wants all people to be treated fairly.
5. Describe jobs they do at home; tell how these responsibilities serve God.
6. Identify workers they see at school, in the parish and in the community.
7. List reasons why you would want to save money.

Social Studies	
History	Second Grade
SCRIPTURE	
<p><i>"For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life." John 3"16</i></p>	
STANDARD	
<ol style="list-style-type: none"> 1. Students will recognize and evaluate continuity and change over time through the study of daily life of the Holy family, a Plains Indian family, a pioneer family, and a Catholic family. 2. Students will study how and why modes of transportation and communication have changed over time. 3. Students will analyze why people immigrate and what immigrants contribute to Kansas. 4. Students will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. 5. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. 6. Students will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important. 	
EXAMPLES	
<p><u>Parables</u> The Prodigal Son Matthew 15:11-32 The Lost Sheep Matthew 15:1-7</p> <p><u>Literature:</u> <i>Mountain Born</i> - Yates</p>	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Name recent inventions that have impacted your daily life? Explain why? 2. We are all called to be good citizens of the United States. What responsibilities do second graders have in order to be good Catholic citizens? 3. Name Catholic leaders, Catholic places, and Catholic events that are important. 4. Why have forms of transportation changed over time? 5. What geographic features impact transportation and communication? 	
Vocabulary Terms	

Terms

1. Then and now (past and present)
2. Symbols
3. Transportation
4. Communication
5. Motivation
6. Inventions
 - a. Telephone
 - b. Automobil
 - c. Internet
 - d. Airplane
 - e. Highways
7. Immigration
8. Landmark

People

1. Holy Family
 - a. Daily Life
2. Plains Indians
3. U.S. Inventors
4. Patron Saint

Places/Institutions/Songs/Documents

1. Declaration of Independence
2. The Star Spangled Banner
3. United States Capitol
4. Statue of Liberty
5. Kitty Hawk
6. Kansas State Capitol

ACTIVITIES

1. Have students interview parents to learn one or two new inventions the parents experienced. Create a marketing pamphlet with the intent to sell the invention to another teacher or class.
2. Read The Story of the Star Spangled Banner by Patricia A. Pingry. Have students illustrate one line of the song The Star Spangled
3. Teach the students The Star Spangled Banner and have them sing it to other classes, parents, or at a school assembly.
4. Read about several saints. Students should research and write a reflection about a saint indicating how they could imitate the saint in their daily lives.
5. Compare and contrast the story of the Prodigal Son and the Lost Sheep.
6. Teach students how to find passages in the Bible. Have students find Mark 4:31 and Genesis 1:27. Students should read each verse and share with a partner the verse and its meaning.

Social Studies	
Civics/Government	Second Grade
SCRIPTURE	
<i>“Do to others whatever you would have them do to you.”</i> Matthew 7:12	
STANDARD	
<ol style="list-style-type: none"> 1. Interact and communicate with others respectfully. Learn the Golden Rule and how to apply the rule in the classroom, home, and community. 2. Create and follow rules. 3. Demonstrate characteristics of a good leader such as being faith-filled, trustworthy, compassionate, forward-looking, faith-filled. 4. Participate in collaborative conversations (using Bible stories and stories about the life of Jesus and the lives of the Saints, personal experiences being Catholic) with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (2.SL.1) 5. Identify sin versus a mistake, accident, or temptation. 	
EXAMPLES	
Literature: <i>The Emperor’s New Clothes</i> by Hans Christian Anderson	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do we do the right thing, even when no one is looking? 2. Why is the Golden Rule important to know and practice? 3. How does the sacrament of Reconciliation 4. Who decides what rules are made in your classroom, school, and home? What did each group use to guide them in creating the rules? 5. Can rules in your classroom, school and home be changed? How? 6. Are there absolute rules that cannot be changed? Why? 	
VOCABULARY	
IDEAS <ol style="list-style-type: none"> 1. Good Samaritan 2. Ten Commandments 3. Golden Rule 4. Forgiveness 5. Rules 6. Responsibilities 7. Privilege 8. Honesty 9. Courage 10. Patriotism 11. Respect 12. Integrity PEOPLE/ROLES <ol style="list-style-type: none"> 1. Priests 2. Archbishop 3. Good Samaritan 4. Good Citizen 5. Leader 	

Places/Institutions

1. Classroom
2. School
3. Home
4. Church/Parish

Events

1. Parish Mission
2. Catholic Schools Week
3. Meetings
4. United States Constitution Day

ACTIVITIES

1. Divide students into groups of four. Tell students they have just been named leaders in the school and their first task is to create new rules for the cafeteria. Students should develop at least four rules. Students should create a poster of their rules with illustrations. Students should present their poster to the class. Students may also present their poster to the principal.
2. Invite the parish priest or school principal to the class to share with students how they collaborate with others in the parish or school to make decisions for the good of the whole. Have students prepare questions ahead of time to ask the presenter.
3. Read *The Emperor's New Clothes* by Hans Christian Andersen. Discuss with students the importance of always telling the truth. Students should write a one sentence promise to always tell the truth. These should be placed in a sealed container or jar and place it in a prominent place in the classroom.

Social Studies	
Geography	Second Grade
SCRIPTURE	
<i>The God who made the world and all that is in it, the Lord of heaven and earth does not dwell in sanctuaries made by human hands. Acts 17:24</i>	
STANDARD	
<p>Students will make and use maps. Students will investigate how people and weather may cause change to a place.</p> <ol style="list-style-type: none"> 1. Recognize and interpret features of a map: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale. 2. Observe and record the weather. 3. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1) 4. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10) 	
EXAMPLES	
<p>Literature: <i>A Seed Who Was Afraid To Be Planted</i> by Anthony DeStefano</p>	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do people choose to live where they do? 2. How does weather impact your daily life? 3. What symbols do you see daily that direct your actions? 	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Concept of mapping 2. Human Geography 3. Physical Geography 4. Cardinal directions 5. Seasons 6. Weather <p>People/Roles</p> <ol style="list-style-type: none"> 1. Cartographers <p>Places/Institutions</p> <ol style="list-style-type: none"> 1. Catholic Church 2. School 3. Hometown 4. Cities: Wichita, Kansas City, Topeka 5. Kansas 6. Rocky Mountain 7. Missouri River 8. Gulf of Mexico 	

ACTIVITIES

1. Have students make a map of the classroom. Students should include symbols, a legend, a compass rose, and a title.
2. With a partner, have students list or draw as many symbols as they can in ten minutes. Next, have students share with the class their symbols to determine if there are similarities. Finally, have students create two symbols that would be helpful in any classroom setting.

Social Studies	
Economics	Second Grade
SCRIPTURE	
<i>Honor the Lord with your wealth, with first fruits of all your produce: Then your barns will be filled with plenty. Proverbs 3:9-10</i>	
STANDARD	
<p>Students will recognize people make choices about resources, and will evaluate how the consequences of those choices impact their daily lives. Students will investigate how to make effective decisions as a consumer, producer, saver, investor and citizen. Students will draw conclusions about how people meet their wants and needs.</p> <ol style="list-style-type: none"> 1. Responsible decision making "Prodigal Son" Luke 15 2. Analysis of costs and benefits (plus and minus) 3. Determine opportunity cost 4. Recognize supply and demand 5. Distinguish between barter/trade and money 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How do people decide what is a want and what is a need? 2. Why does the Catholic Church encourage us to help those in need? 3. What goods and services are important for a person's daily life? 4. Why is it important to be responsible about spending and saving? 	
VOCABULARY	
<p>Terms</p> <ol style="list-style-type: none"> 1. Goods and services 2. Wants and needs 3. Saving 4. Spending 5. Earning 6. Income 7. Trade and barter 8. Money 9. Donating <p>People/Roles</p> <ol style="list-style-type: none"> 1. Producers 2. Consumers <p>Places/Institutions</p> <ol style="list-style-type: none"> 1. Parish 2. Diocese 3. Bank 4. Store 5. School 	
ACTIVITIES	

1. Students will list ten things they would like to and purchase and research the cost for each item. Next they will create a T-chart with Wants and Needs as column titles. They will list their items as either a want or a need. Discussion should follow guiding students to better understand wants and needs
2. In groups of four, students should make a list of ways they could help others. Remind them to come up with ideas they could actually do. Then bring the class together and list all ideas on the board. Allow students to choose one idea per group. Provide time for students to formulate their plan and put it into action.

Social Studies	
History	THIRD GRADE
SCRIPTURE	
<p><i>He causes the changes of the times and seasons, establishes kings and deposes them. He gives wisdom to the wise and knowledge to those who understand.</i> Daniel 2:21</p>	
STANDARD	
<ol style="list-style-type: none"> 1. Students will identify significant people and the important events that shaped their hometown/Kansas/ the United States and in the world. 2. Students will look for Jesus in the people and events that shaped our world. <ol style="list-style-type: none"> a. Analyze how these people and events contributed to the way the citizens and areas function today. b. Understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, civic and religious leaders. c. Examine the impact of experiences of groups of people who have contributed to the development of towns/cities. d. Explore and compare the experiences of groups of people who have made historical, religious, and cultural contributions to their community with the teachings of the Church. e. Investigate the significance of events, holidays and ceremonies that are important to their community including what the church celebrate (Sacraments). 	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do people choose to live in your community? 2. What are your rights and responsibilities as a citizen of your community? 3. How do different customs and cultural traditions shape your community? 4. How has your community changed over time? 5. What drives population shifts in your community? 6. How did the presence of the Catholic Church impact these changes? 	
VOCABULARY TERMS	
<p>Ideas</p> <ol style="list-style-type: none"> 1. The Commandments 2. The Sacraments 3. Natural resources 4. Customs 5. Culture <p>People/Roles</p> <ol style="list-style-type: none"> 1. Civic 2. Political 3. cultural leaders 4. Settlers 	

- 5. Entrepreneurs
- 6. Ethnic groups

Places/Institutions

- 1. Hometown
- 2. Community
- 3. Landmarks
- 4. Historic sites

Events

- 1. Settlement of your community
- 2. Historical events in your community
- 3. Holidays

ACTIVITIES

1. Explore religious artifacts from the past to acknowledge historical changes of the Church.
2. Write prayers to express Catholic values when learning about historical figures and events.
3. Create and use timelines.
4. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (KCCRS RI3.3)
5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. (KCCRS RI3.4)
6. Compare and contrast the most important points and key details presented in two texts on the same topic. (KCCRS RI3.9)
7. Conduct short research projects that build knowledge about a topic. (KCCRS W3.7)
8. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (KCCRS SL3.4)
9. Locate credible information from a variety of sources.
10. Use information to frame important historical questions.
11. Identify and compare information from primary and secondary sources.
12. Evaluate events from multiple perspectives.
13. Explain how the celebrations of national and religious holidays contribute to a sense of common history and patriotism. (Martin Luther King, Jr. Day, Kansas Day, Easter, Thanksgiving, Presidents Day, Memorial Day, Fourth of July, Labor Day, Columbus Day, Christmas).
14. Explore Catholic holidays and traditions (Solemnity of Mary, Mother of God, Ascension of Jesus, Assumption of the Blessed Virgin Mary, All Saints’ Day, Lent, Advent, Lent, Sign of the Cross, Prayers).

Social Studies

Civics/Government

THIRD GRADE

SCRIPTURE

But our citizenship is in heaven, and from it we also await a savior, the Lord Jesus Christ. Philippians 3:20

STANDARD

1. Students will recognize and evaluate the rights and responsibilities of citizens.
2. Students will compare the responsibilities of being a good citizen to the responsibilities of a good Catholic.
 - a. Demonstrate their understanding of citizenship and their role in the Church and in the community-responsibilities, rights, and freedoms.
 - b. Investigate the ways that responsible citizens can fulfill their civic duty- serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.
 - c. Recognize and evaluate the shared ideals in the United States such as the right to vote and the freedom of religion and speech.

EXAMPLES

ESSENTIAL QUESTIONS

What are the consequences of choosing to be an active member of your community?
 Why do communities need rules/laws?
 Do the rules/laws of your community correspond to the teachings of the Catholic church?
 Who in your community decides what rules/laws are made and followed?
 Can laws in your community be changed?
 What makes someone a good citizen in your community?

VOCABULARY TERMS

Ideas

1. Rules
2. Laws
3. Society
4. Civic values
5. Civic duties
6. Government
7. Beliefs
8. Needs
9. Rights
10. Responsibilities
11. common good
12. Constitution
13. Justice
14. Duty

People/Roles

1. Citizen
2. Leaders
3. Police
4. Mayor
5. Governor
6. President

Places/Institutions

1. Community

2. School
3. Municipal government
4. City hall
5. Public libraries

Events

1. Elections
2. Jury duty
3. Community service
4. Local holidays

ACTIVITIES

1. Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
2. Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
3. Identify common problems or needs within your school, Church or community and participate and persevere in problem solving.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.(3.SL.1)
5. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3.SL.1b)
6. Identify and practice good citizenship traits: Trust, Respect, Honesty, Responsibility, Fairness, Tolerance, and Compassion
7. Describe how people can improve their communities- town meetings, parish council meetings, public debates, etc.
8. Describe the characteristics of effective citizenship- voting, paying taxes, and obeying laws.
9. Explore Catholic Social beliefs on citizenship and taxes.

Social Studies

Geography

THIRD GRADE

SCRIPTURE

The Lord God then took the man and settled him in the garden of Eden, to cultivate and care for it. Genesis 2:15

But to you I have said: You shall take possession of their land. I am giving it to you to possess, a land flowing with milk and honey. I, the Lord, am your God, who have set you apart from other people. Leviticus 20:24

STANDARD

1. Define and identify resources and apply Catholic social teaching to practices of conservation.
2. Students will explore the development of various world communities.

- a. Compare and contrast the citizens in their community with those of another community.
 - b. Examine the causes and consequences of settlement location.
 - c. Investigate the human characteristics of the citizens in their community and communities around the world such as languages, customs, and food.
 - d. Recognize the consequences of people living in a community over time and its impact on the physical environment and natural resources.
 - e. Compare characteristics of rural, suburban, and urban communities such as types of housing, recreation, population, and jobs.
 - f. Compare the location, climate, and ecosystems of your town/city to others in the world
3. Students will learn how to use geographic tools such as maps, graphic representations, tools, and technologies.
 - a. Identify major landforms (including continents and oceans), bodies of water and natural resources in Kansas and in the world.
 - b. Distinguish physical features and political features on a map.

EXAMPLES

ESSENTIAL QUESTIONS

1. What significant choices have been made by your community that impacted your life and future?
2. As a Catholic citizen, why should we be good stewards of their environment?
3. What does your community need to remain vital?
4. How has your community stayed the same and how has it changed over time?
5. What important physical and human characteristics create the identity of your community?
6. How does the physical environment impact where and how people work?

VOCABULARY TERMS

Ideas

1. Concept of mapping,
2. Political characteristics
3. Physical characteristics
4. Natural resources
5. Human characteristics
6. Ecosystem
7. Climate
8. Culture
9. Customs
10. Human/environmental interaction

People/Roles

1. Cartographers
2. Immigrants

Places/Institutions

1. Political places (e.g., city boundary, county, city offices, county seat)

2. Community
3. Physical features (e.g., oceans, continents),
4. Physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, and seasons)
5. Urban 38 (e.g., Los Angeles, New York City, Denver, Chicago)
6. Suburban
7. Rural areas
8. Nation
9. Neighboring cities

Events Human

1. Modification of the earth
2. Immigration

ACTIVITIES

Standard 1 and 2

1. Recognize the need for citizens to care for the environment.
2. Describe how citizens make community a better place in which to live by working to preserve the environment.
3. Describe ways we can protect the planet and God's people to preserve humankind.
4. Observe, explore and compare human and physical characteristics of your community, how has your community been affected by landforms, bodies of water, vegetation, animal life, climate, and weather.
5. Describe and compare human characteristics of your community with another community.
6. Identify major bodies of land and water.
7. Distinguish between a globe and a map.
8. Demonstrate mental mapping skills.
9. Explain the difference between relative and exact location.
10. Use cardinal and intermediate directions to describe the relative location of places.
11. Identify natural resources and how people use them.
12. Explain how and why humans adapt and modify their environments.
13. Explain colonization, immigration, and settlement patterns.
14. Identify the physical characteristics affecting trade and human activities.

Standard 3

1. Design a map of your school and church, labeling important religious landmarks or relics.
2. Design a map depicting Jesus' journey during Holy Week.
3. Utilize a map of Egypt and trace the route of Moses and the Israelites, and identify important landmarks such as the Red Sea, Mount Sinai, Mount Nebo, and Canaan.
4. Read maps to analyze city locations for hemisphere (e.g., equator and prime meridian) and climate (e.g. tropical temperate or arctic).
5. Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale.

Social Studies	
Economics	THIRD GRADE
SCRIPTURE	
<p><i>People and priests shall fare alike: servant and master, Maid and mistress, buyer and seller, Lender and borrower, creditor and debtor. Isaiah 24:2</i></p> <p><i>The kingdom of heaven is like a treasure buried in a field, which a person finds and hides again, and out of joy goes and sells all that he has and buys that field. Matthew 13:44</i></p>	
STANDARD	
<ol style="list-style-type: none"> 1. Students will analyze what it means to be a good steward when making choices concerning wants and needs. <ol style="list-style-type: none"> a. Recognize that limited resources require people to make choices to satisfy their wants and needs. a. Examine how a market economy works in their community. b. Explore the consequence of borrowing and lending. c. Consider how people’s wants and needs are met through spending and saving decisions. 	
EXAMPLES	
ESSENTIAL QUESTIONS	
<p>What are the costs and benefits of spending and saving?</p> <p>What shared responsibilities in your community are met through taxes?</p> <p>How is resource use in your community impacted by political and religious beliefs and ideas of the people who live there?</p> <p>How have goods and services in your community changed over time?</p> <p>What resources are abundant in your community, are limited in your community, and how does this influence the decisions the community makes?</p>	
VOCABULARY TERMS	
<p>Ideas</p> <ol style="list-style-type: none"> 1. Limited resources 2. Abundant resources 3. Natural and human resources 4. Goods 5. Services 6. Market economy 7. Economic specialization 8. Borrowing 9. Lending 10. Credit 11. Spending 12. Saving 13. Wants 14. Needs 	

15. Costs
16. Taxes
17. Opportunity
18. Cost

People/Roles

1. Consumer
2. Producer
3. Spender
4. Saver
5. Lender
6. Investor 39

Places/Institutions

1. Community
2. Town/city
3. Local businesses
4. Tax and non-tax supported institutions

Events

1. Production and consumption of goods and services

ACTIVITIES

1. Recognize and explain Catholic beliefs in fair trade, human dignity, and providing for basic needs. <http://www.usccb.org/issues-and-action/human-life-and-dignity/racism/upload/grade-3-resource.pdf>
2. Explain how location impacts supply and demand.
3. Analyze costs and benefits of decisions in your community.
4. Evaluate the personal benefits of saving and spending, borrowing and lending.
5. Solve problems and justify the decision.
6. Explain what an assembly line is.
7. Identify different forms of money used over time.
8. Describe how money is used for saving and purchasing goods and services.
9. Create a simple budget for a purchase.
10. Keep a simple bank account.
11. Save for something they need or want.

SOCIAL STUDIES	
Civics/Government	Fourth Grade
THE SCRIPTURE	
<p><i>For the kingship belongs to the LORD, the ruler over all nations. Psalm 22:29.</i></p> <p><i>Ten Commandments Exodus 20</i></p> <p><i>Sermon on the Mount (Beatitudes) Matthew 5:3-10</i></p>	
STANDARD	
<p>Students will recognize and evaluate the rights and responsibilities of Catholic citizens. Students will examine the individual's role as a Catholic citizen of the community, state and the Church. They will determine how people can participate in government and analyze why choosing to participate is important. This will help ensure the students pursuit of the goodness in themselves and others. Students will investigate ways that responsible Catholic citizens can fulfill their civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.</p> <p>Students will examine the services provided by local and state governments and the Catholic Church. They will describe the types, characteristics, and services of political units, such as city, county, state, and country, religious units, such as parish, diocese, Archdiocese. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local, state, and national governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.</p>	
EXAMPLES	
Literature: <i>Farmer Boy</i> by Laura Ingalls	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What are the consequences of people being good citizens? (Standard 1) 2. What are the consequences of being a follower of Christ. (Standard 1) 3. How does the Kansas Constitution protect the rights of the citizens of Kansas? (Standard 2) 4. How does the Great Commandment direct and protect our rights and responsibilities as Catholic citizens. (Standard 2) 5. Why did the authors of the U.S. Constitution say "We the people?" (Standard 3) 6. How have the rights of citizens changed since Kansas became a state? (Standard 4) 7. How has the Catholic Church influenced the change in the state of Kansas and the regions of the United States over time. (Standard 4) 8. How does a citizen effect change in government? (Standard 5) 9. Analyze how the Catholic worldview and values influence good citizenship. (Standard 5) 	
VOCABULARY	
PEOPLE/ROLES	
<ol style="list-style-type: none"> 1. Governor 2. Senator 3. Representative 	

4. Citizens
5. President
6. Priest
7. Bishop
8. Archbishop
9. Pope

PLACES/INSTITUTIONS

1. Capitol
2. Capital
3. Topeka
4. Student's city, county, diocese, and parish

IDEAS

1. Rights and responsibilities
2. Common good
3. Constitution
4. Civic duty
5. Religious duty (Time, Treasure, and Talent)
6. Branches of government (legislative, judicial, executive)
7. Church structure
8. Ten Commandments
9. Beatitudes

EVENTS

1. Jury duty
2. Community service
3. Elections
4. Sermon on the Mount

ACTIVITIES

1. Demonstrate cooperation and compromise in roles of leadership and participation
2. Exhibit good citizenship skills, such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution and review the Great Commandment. (John 13:34 Love one another as I have loved you.)
3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics and texts, building on others' ideas and expressing their own clearly. (4.SL.1)
4. Follow agreed-upon rules for discussions and carry out assigned roles.
5. Compare/Contrast the laws of our country to the laws of the Church.
6. Understanding the importance of participating in the Sacraments.

SOCIAL STUDIES	
Geography	Fourth Grade
SCRIPTURE	
<p><i>In the beginning when God created the heavens and earth. Genesis 1:1.</i> <i>The God who made the world and all that is in it, the Lord of heaven and earth. Acts 17:24</i></p>	
STANDARD	
<p>Students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States. Students will compare and contrast the Kansa with one prominent tribe from each of five geographic regions in the United States in the context of their geographic, cultural, political, and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the causes and consequences of the immigrant group’s choice of settlement location, investigate its economic, cultural and faith contributions to Kansas, and compare that Kansas settlements (Catholic Communities) with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and regions of the United States, such as languages, customs, faith traditions, Catholic practices, economic activities, and food.</p> <p>Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. This will encourage the discovery of the beauty of God’s creations. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of eastern to western Kansas and to the regions of the United States. They will draw conclusions about the conditions that determine the location of human activities, such as population centers, resources, and transportation. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and non-renewable resources. With the support of the Book of Genesis students will be reminded of God’s role as creator of heaven and earth.</p>	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do people choose to leave their homeland to move to Kansas/another region in the United States and what are the consequences? (Standard 1) 2. How do people decide who has the right to use renewable and non-renewable natural resources? (Standard 2) 3. Why is the population of Kansas and the United States so diverse? (Standard 3) 4. How has the population of Kansas and the United States changed over time? (Standard 4) 5. How does the physical environment influence the way people live? (Standard 5) 	

6. How has the influence of the Catholic Church, religious orders, and missionaries helped shape the population of Kansas? (Standard 5)
7. Critique the delightful and wondrous characteristics of the five regions of the United States. (Standard 5)

VOCABULARY

IDEAS

1. Customs
2. Culture
3. Climate
4. Latitude
5. Longitude
6. Absolute location
7. Migration
8. Immigration

PEOPLE/ROLE

1. Kansa
2. Kansas immigrant groups (e.g., African-American, Cambodian, Croatian, Czechoslovakian, English, French, German, German-Russian, Laotian, Mexican, Serbian, Swedish, Vietnamese)

PLACES/INSTITUTION

1. Political (e.g., state lines, boundaries, capitals) v. physical features (e.g., mountains, plains, rivers)
2. Ecosystems

ACTIVITIES

1. Read various types of maps for grid systems, symbols, legends, scales, compass rose, cardinal directions, longitude, latitude, and hemisphere.
2. Use data source as a tool (graphs, charts, tables)
3. Find absolute and relative location.
4. Demonstrate mental mapping skills.
5. Map Jesus's journey through the Holy Land.

SOCIAL STUDIES	
Economics	Fourth Grade
SCRIPTURE	
<p><i>Jesus said "Then repay to Caesar what belongs to Caesar and to God what belongs to God."</i> Matthew 22:21</p> <p><i>Give us today our daily bread....</i> Matthew 6:11</p>	
STANDARD	
<p>Students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and another region and draw conclusions about these choices. The students will then evaluate if these choices are balanced and aligned with the Catholic worldview and values. Students will examine how natural, capital, and human resources are used in the production of goods and services. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur. Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.</p>	
EXAMPLES	
Literature: <i>Twenty and Ten</i> by Claire Hutchett Bishop	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How does the availability of natural resources result in different economic choices across Kansas and regions of the United States? (Standard 1) 2. What are the rights and responsibilities of workers to employers and vice versa? (Standard 2) 3. Why do Kansas and the United States have a market economy? (Standard 3) 4. How does following the Cardinal virtues (Prudence, Justice, Fortitude, Temperance) help create a successful economy? (Standard 3) 5. How has the production of goods and services changed in Kansas over time? (Standard 4) 6. How do goods produced in Kansas impact the lives of people in other regions of the United States? (Standard 5) 	
VOCABULARY	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Supply and demand 2. Economic specialization 3. Market economy 4. Opportunity cost 5. Scarcity 6. Choices 7. Trade 8. Resources (natural, capital, human) 9. Goods 10. Services 	

<p>11. Almsgiving</p> <p>PEOPLE/ROLES</p> <ol style="list-style-type: none"> 1. Consumer 2. Producer 3. Saver 4. Investor 5. Entrepreneur <p>PLACES/INSTITUTION</p> <ol style="list-style-type: none"> 1. Kansas 2. Regions (Northeast, Plains, Southeast, West, Northwest) 3. Catholic Charities
ACTIVITIES
<ol style="list-style-type: none"> 1. Explain the production, distribution, and consumption of a product. 2. Determine opportunity cost decisions in different regions. 3. Define characteristics of a market economy (e.g., private property rights, voluntary exchange, and competition among buyers and sellers). 4. Define goods, services, consumers, economy, cost/benefit. 5. Explore the impact of Catholic Community Service Institutions on a region's economy (Food Banks, hospitals, shelters, schools etc...) 6. Identify ways a student could contribute their time, treasure, and talents to the Catholic Church.

HISTORY	
History	Fourth Grade
SCRIPTURE	
<p><i>May the Lord our God be with us as he was with our ancestors; and may he not forsake us nor cast us off.</i> 1 Kings 8:57</p> <p><i>I am the Alpha and the Omega, the first and the last, the beginning and the end.</i></p> <p>Revelations 22:13</p>	
STANDARD	
<p>Students will recognize and evaluate the significant people, events, and the Catholic Church that shaped Kansas and the other regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, missionaries, saints, leaders in the Church, religious orders, civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and the Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.</p>	
EXAMPLES	
Literature: <i>The Jungle Book</i> by Rudyard Kipling	

ESSENTIAL QUESTIONS

1. What choices did travelers make as they prepared for trail travel and what were the consequences? (Standard 1)
2. What are the responsibilities of explorers and missionaries.?(Standard 2)
3. Why do countries make the decision to explore? (Standard 3)
4. How have famous Kansans changed our society? (Standard 4)
5. What are the human consequences of using or living by transportation routes in the 1800s? (Standard 5)
6. How did the missionaries, saints, and religious orders help shape different communities in the five regions of the United States?(Standard 5)

VOCABULARY

IDEAS

1. Transportation systems
2. Migration
3. Communication systems
4. Commerce

PEOPLE/ROLES

1. Civic and cultural leaders (e.g., Black Bear Bosin, Charles Curtis, Robert Dole, Wyatt Earp, Amelia Earhart, Dwight Eisenhower, Langston Hughes, Alf Landon, Carry A. Nation, Gordon Parks, William Allen White)
2. Explorers (e.g., Francisco Coronado, Juan De Padilla, Lewis and Clark, Stephen H. Long, Zebulon Pike)
3. Entrepreneurs (e.g., George Washington Carver, Clyde Cessna, Walter Chrysler)
4. American saints (St. Frances Xavier Cabrini, St. Elizabeth Ann Seton, St. John Neumann, St. Rose Philippine Duchesne, St. Kateri Tekakwitha, St. Benedict, St. Scholastica etc...)
5. Religious communities (Sisters of Charity, Ursulines, Benedictines, etc...)

PLACES/INSTITUTIONS

1. Regions of the United States (e.g., Midwest, Northeast, Southeast, West, Northwest)
2. Kansas
3. Archdiocese of Kansas City in Kansas (all diocese of Kansas)

EVENTS

1. Oregon-California Trail
2. Santa Fe Trail
3. Pony Express

ACTIVITIES

1. Recognize source and context for primary sources.
2. Refer to details and examples in a text, including scripture, grade-level saint biographies and parables, when explaining what the text says explicitly and when drawing inferences from the text. (4.R.1)
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.R.3)

4. Determine the meaning of words and phrases, general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text, including those that allude to significant characters found in mythology. (4.R.4)
5. Describe the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text including scripture or part of a text. (4.R.5)
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.R.6)
7. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4.W.2)
8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4.W.9) 12. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4.SL.4)
9. Examine the Catholic Church's influence in building the beauty and goodness of Kansas and other regions.

Social Studies	
New Beginnings through 1800	
Societies of North America: Land and People: Ancient - 1400s	5th Grade
SCRIPTURE	
<p><i>Let heaven celebrate! Let the earth rejoice! Let the sea and everything in it roar! Let the countryside and everything in it celebrate! Then all the trees of the forest too will shout out joyfully. Psalm 96:11</i></p>	
STANDARD	
<p>Students consider the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society. Students should also reflect on the teachings, history and doctrine of the Catholic faith and how this influences their daily life in contrast to how these early people might have been influenced by their own beliefs in terms of their spirituality and connection to nature.</p>	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How do people decide where to live? Catholic Connection: How do Catholics discern where God's plan is asking them to live, work and grow in their faith? 2. What were the rights and responsibilities of men and women in an American Indian cultural group? Catholic Connection: What are the rights and responsibilities of a Catholic in our ever changing multicultural world? 3. How were American Indian cultural groups shaped by beliefs and ideas? Catholic Connection: How are we shaped by our Catholic Beliefs and faith? 4. What causes people to change the way they live? Catholic Connection: What Catholic influences and teachings impact the way we live? 5. Why were natural resources a common cause of conflict among American Indian cultural groups? Catholic Connection: How does God asks us to care for the natural resources he created? 	
VOCABULARY TERMS	
<p>Ideas:</p> <ol style="list-style-type: none"> 1. migration 2. civilization 3. shelter 4. culture 5. cultural groups 6. beliefs 7. archeology 	

8. pre-Columbian societies of North America

People/Roles:

1. Anasazi/Pueblo
2. Mississippian Mound Builders
3. Chinook
4. Iroquois League
5. Sioux
6. hunter-gatherers
7. early farmers

Places/institutions:

1. North America
2. Mississippi River Valley
3. Great Plains
4. Rocky Mountains
5. Woodland
6. Northwest Coast
7. Southeast

ACTIVITIES

Skills: See Appendix.

Catholic activities for the classroom:

1. Research the life of Saint Kateri Tekakwitha, who has ties to with the Mohawk and Algonquin tribes of the Iroquois. Learn more about these tribes and their ways of life.

Social Studies	
New Beginnings through 1800	
Exploration and Conflict: 1000's - 1600	5th Grade
SCRIPTURE	
<i>And people will come from east and west, and from north and south, and recline at the table in the kingdom of God. Luke 13:29</i>	
<i>Your word is a lamp to my feet and a light to my path. Psalm 19:105</i>	
<i>Then the channels of the sea were seen, and the foundations of the world were laid bare at your rebuke, O Lord, at the blast of the breath of your nostrils. Psalm 18:19</i>	
STANDARD	

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts. The students should understand the impact that the Christian faith of the Explorers and early missionaries had on the Native Americans .

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the choices and consequences of exploration? (Standard 1) Catholic Connection: Did these choices and consequences have any religious basis?
2. What were the perceived rights of the explorers and how did they impact the rights of the American Indians? (Standard 2)Catholic Connection: How did these perceived rights impact the faith of the Native Americans and conversion of many to christianity /Catholicism?
3. How did beliefs of American Indians contrast with those of Europeans? (Standard 3)Catholic connection: How did these faith beliefs compare and contrast to those of the Europeans and your faith as you understand it?
4. What changes to the people and land of North America were brought about by European contact? (Standard 4)Catholic Connection: What religious changes were the result of this conflict? Are those changes still present today?
5. In what ways did early European settlements differ?(Standard 5) Catholic Connection: Were the differences of the early European settlements connected to the ways they worshipped? Do we as Catholics accept differences in others?

VOCABULARY TERMS

Ideas:

1. technology
2. exploration
3. European search for wealth and resources
4. trade
5. Imperialism
6. Conflict
7. conquest
8. exploitation
9. Northwest Passage
10. Columbian Exchange
11. spread of Christian

People/Roles:

1. Christopher Columbus
2. Hernando de Soto
3. Leif Eriksson
4. Henry Hudson

5. Francisco Coronado
6. Conquistadors
7. Alvar Nuñez Cabeza de Vaca and Estevanico
8. Juan Ponce de Leon

Places/Institutions:

1. thirteen original colonies
2. Atlantic Ocean
3. New England colonies
4. Middle colonies
5. Southern colonies
6. West Africa
7. Great Britain

Events:

1. charter
2. development of agriculture based economy
3. slavery
4. Mayflower Compact
5. English Bill of Rights
6. Triangular Trade Route
7. Great Awakening
8. Middle Passage
9. charter system

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Investigate the life of Catholic priest Bartolme' de Las Casa (1474-1566). Learn about his attempt to free native people who were being enslaved.
2. Research Spanish missionaries and their work to bring Catholicism to the Native Americans.
3. Investigate the life of Saint Junipero Serra and his work as a missionary that led to his canonization in 2015 by Pope Francis.

**Social Studies
New Beginnings through 1800**

Colonization: 1600's - 1760

5th Grade

SCRIPTURE

And Jesus came up and spoke to them, saying, "All authority has been given to Me in heaven and on earth. "Go therefore and make disciples of all the nations, baptizing them in the name of

the Father and the Son and the Holy Spirit, teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age.” Matthew 28: 18-20

STANDARD

This period of history focuses on the establishment and growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern Colonies. Students should examine how these differences shaped the individuality of these colonies. Students should also understand how religious differences impacted the colonies as well as how individual religious leaders established colonies for their followers.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the consequences of colonizing the New World? (Standard 1) What was a consequence of colonizing the New World for the future of the Catholic Church?
2. Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2) Indentured servants clearly made sacrifices to come to the New World. What sacrifices did those coming to the New World for religious freedom make?
3. How has Puritanism shaped American values? (Standard 3) How do American values tied to the values of the Catholic Church?
4. What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4)
5. How did geography affect the development of Colonial America? (Standard 5)

VOCABULARY TERMS

Ideas:

1. wealth and resources
2. indentured and involuntary servitude/slavery
3. trade
4. religious freedom
5. governing
6. salutary neglect
7. social and gender issues
8. aristocracy

People/Roles:

1. Sir Walter Raleigh
2. Pilgrims
3. Roger Williams
4. King George III
5. Anne Hutchinson
6. Puritans
7. Quakers

8. Peter Stuyvesant
9. William Penn

Places/ Institutions:

1. Thirteen colonies
2. Atlantic Ocean
3. New England colonies
4. Middle colonies
5. Southern colonies
6. West Africa
7. Great Britain

Events:

1. charter
2. development of agricultural based economy
3. slavery
4. Mayflower Compact
5. English Bill of Rights
6. Triangular Trade Route
7. Great Awakening
8. Middle Passage
9. charter system

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Research Lord Baltimore and discover how he founded Maryland in 1634 as a refuge for Catholics in North America.
2. Compare and contrast the missions of multiple religious groups coming to the New World- The Catholic, Puritans, and the Quakers. What makes the Catholic mission unique and prevalent still today?

Social Studies

New Beginnings through 1800

The Road to Independence: 1750's-1770

5th Grade

SCRIPTURE

In their case the god of this world has blinded the minds of the unbelievers, to keep them from seeing the light of the gospel of the glory of Christ, who is the image of God. 2 Corinthians 4:4

When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come. John 16:13

STANDARD

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution. Students should understand why many colonists sought to live in the New World to escape religious persecution which led to their strong desire to seek freedom from the Crown.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the consequences of colonists resisting British policies? (Standard 1) What are the consequences of Catholic colonists who resisted British policies?
2. How were the rights of colonists different from those of citizens living in Britain? (Standard 2) How were the religious rights of Catholic colonists different than the citizens of Britain?
3. How did the Enlightenment shape the idea of government in the American colonies? (Standard 3) How do the principals of the Enlightenment compare to the ideas of our Catholic faith?
4. How did the French and Indian War change the relationship between colonists, American Indians, and the British government? (Standard 4) What were the motivations of particular groups in forming alliances during this war? Did the Catholic colonists have a particular allegiance and if so what was the religious basis?
5. How did the deteriorating relationship between Great Britain and the American colonies impact both countries? (Standard 5) How did the Catholic Church and its leaders influence political relationships between countries throughout history? How does this influence continue to impact conflicts between nations today?

VOCABULARY TERMS

Ideas:

1. taxation without representation
2. independence
3. alliance
4. natural rights
5. Enlightenment
6. Monarchy

People/Roles:

1. Pontiac
2. King George III
3. Founding Fathers
4. Patrick Henry
5. Samuel Adams

Places/Institutions:

1. Boston
2. New York
3. Philadelphia
4. Canada
5. Atlantic Ocean

Events:

1. Boston Tea Party
2. Boston Massacre
3. Stamp Act
4. Sugar Act
5. Townshend Acts
6. Intolerable Acts
7. French and Indian War
8. Enlightenment
9. Proclamation of 1763

Skills: See appendix.

Catholic activities for the classroom:

1. What is equality? What is justice? How do the two terms relate not only to our Nation's Democracy, but to our lives as faith filled people living (ie. In both secular and religious contexts).
2. Analyze the ideals of natural rights that the Founding Fathers embodied versus the ideals of the Catholic Church.

Social Studies	
New Beginnings through 1800	
The American Revolution: 1770's - 1780's	5th Grade
SCRIPTURE	
<i>See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. Colossians 2:8</i>	
<i>And they said, "Come, let us build ourselves a city, and a tower whose top is in the heavens; let us make a name for ourselves, lest we be scattered abroad over the face of the whole earth." Genesis 11:4</i>	
STANDARD	
The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to	

organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution. Students should understand the impact religious freedom had on the struggles of the patriots as they fought for and founded our nation.

EXAMPLES

ESSENTIAL QUESTIONS

1. How did people decide to be a Tory or a Rebel? (Standard 1) What role did faith play for the Catholic colonists in deciding their political alliances to these groups? Which groups fundamental beliefs are more in line with those of the Catholic Church's teachings on social justice?
2. What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2) Did the Declaration of Independence address the rights of peoples religious freedom? Did it address the beliefs of the Catholic colonists?
3. How did the Revolution affect average citizens of the colonies? (Standard 3) Were the Catholic colonists average or unique compared to other colonists? Were the Catholics as a group Loyalist or Patriots?
4. How did winning the Revolutionary War create revolutionary changes in America? (Standard 4) Did the American Revolutionary War victory greatly change the Catholic Faith in America or other regions of the world? What role does the Catholic church play in political and cultural revolutions?
5. What was the relationship between the states during and after the Revolution? (Standard 5) What was the relationship between the different religious faiths (Catholics, Quakers, Puritans etc..) in the colonies during the Revolution? Did these relationships solidify or dissolve during or after the Revolution?

VOCABULARY TERMS

IDEAS

1. Independence
2. self-government
3. Freedom
4. Liberty
5. Equality
6. Revolution

PEOPLE/ROLES

1. Loyalists
2. Patriot
3. Minutemen
4. Redcoats
5. Francis Marion
6. Continental Army
7. Benedict Arnold

8. Ben Franklin
9. King George III
10. Abigail Adams
11. James Forten

PLACES/INSTITUTIONS

1. Boston
2. New York
3. Philadelphia
4. Canada
5. Atlantic Ocean

EVENTS

1. Boston Tea Party
2. Boston Massacre
3. Stamp Act
4. Sugar Act
5. Townshend Acts
6. Intolerable Acts
7. French and Indian War
8. Enlightenment
9. Proclamation of 1763

Skills: See appendix.

Catholic activities for the classroom:

1. Do an internet search of Catholicism in colonial America. Review the sources to determine the prevalence of Catholics in the Colonies and which colonies were the most tolerant of Catholics /Religious Freedom.
2. Catholic Religious leaders of the era:-Research Charles Carroll who was the only Catholic signer of the Declaration of Independence. Research John Carroll who was appointed the first Catholic bishop in the United States in 1789.

Grade Social Studies New Beginnings through 1800	
Building a New Nation: 1770's - 1790's	5th Grade
SCRIPTURE	
<i>First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way. 1 Timothy 2:1-2</i>	
STANDARD	

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation. Students should consider the immense faith religious groups put in the leaders of our new nation to be able to practice the religion of their choice and continue their religious ministries.

EXAMPLES

ESSENTIAL QUESTIONS

1. What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1) How does our Catholic faith view the ongoing issue of slavery in our world still today? Were the writers of the Constitution influenced by their religious beliefs while drafting the Constitution?
2. How does the Bill of Rights affect individuals today? (Standard 2) Specifically, how does it affect all religious people?
3. In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3) How is the right of freedom of religion outlined in the Constitution?
4. What were the most significant changes in the nation after the Constitution was ratified? (Standard 4)
5. Is limited government an effective and efficient system? (Standard 5)

VOCABULARY TERMS

Ideas:

1. individual rights
2. limited government
3. separation of powers
4. checks and balances
5. federalism
6. slavery
7. suffrage
8. religious freedom
9. states' rights

People/Roles:

1. Founding Fathers
2. Federalists
3. Anti-Federalists
4. president
5. representative
6. senator
7. judge
8. George Washington's administration
9. Elizabeth Freeman
10. Phillis Wheatley

Places/Institutions:

1. Philadelphia
2. Northwest Territory
3. Kentucky
4. District of Columbia

Events:

1. Articles of Confederation
2. Constitutional Convention
3. Constitution
4. Bill of Rights
5. Shays' Rebellion
6. Great Compromise
7. Three-Fifths Compromise

ACTIVITIES

Skills: See appendix.

Catholic activities for the classroom:

1. Analyze the following primary sources (Bill of Rights, Constitution, and the Preamble) to understand how the Founding Fathers viewed the role of religion and religious freedom in the New World. How did this impact the development of Catholicism in the colonies?

Evaluation of Historical Evidence Skills

1. Sourcing. Consider who wrote a document as well as the circumstances of its creation.
2. Contextualization. Locate a document in time and place, and understand how these factors shape its content.
3. Close reading. Examine the author's claims and evaluate the evidence used by the author to support those claims.
4. Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.
5. Quote accurately from a text, including scripture and parables from the Bible, when explaining what the text says explicitly and when drawing inferences from the text (5.R.1)
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (5.R.3)
7. Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5 R.4)
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described. (5. R.6)
9. Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (5.R.9)
10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5.W.7)
11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (5.W.8)
12. Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.W.9)

Geography Skills which apply to human (cultural) and natural (physical) systems:

1. Ask geographic questions such as spatial distributions, place, location, and scale.
2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.
3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.

4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.

5. Answer geographic questions to construct knowledge and connect to the real world.

Economic Skills:

1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.

2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.

3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.

4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.

5. Exhibit decision making based on an understanding of consequences and cost/benefit.

Civics Skills:

1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.

2. Use criteria to arrive and defend a position that you can support.

3. Adhere to the fundamental principles of common good and justice for all.

4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

(5.SL.1)

Social Studies	
Early River Civilizations (approx. 7000 BCE –approx. 500 CE)	SIXTH GRADE
SCRIPTURE	
<p><i>The Lord said to Abraham, go forth from the land, your relatives, and from your father’s house to a land that I will show you. I will make of you a great nation, and I will bless you; I will make your name great, so that you will be a blessing... Genesis 12:1-9, 17:12-58</i></p>	
STANDARD	
<p>Students will begin with a brief overview of the developments, particularly in agriculture, necessary for the beginnings of what are defined as “civilizations.” Students will explore the concept and attributes of civilizations. They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. Students will compare and contrast the government, culture, and ideas of Mesopotamia and the Fertile Crescent, Egypt, China, and India. Students will trace the development of city-states and early government. They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations. Students will demonstrate knowledge of the Catholic church’s Jewish heritage and trace the development of covenant relationship salvation history.</p>	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why did Siddhartha Gautama decided to leave his home and what was the result of that decision? (Standard 1) 2. How did Hammurabi’s Code affect the rights and responsibilities of the citizens of Babylon? (Standard 2) 3. How did the beliefs of Brahmanism and Hinduism impact Indian society? (Standard 3) 4. What are some of the differences between the Shang, and Zhou dynasties? (Standard 4) 5. How did geography influence the development of early river civilizations? (Standard 5) 	
Vocabulary terms	
Mesopotamia	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. civilization 2. division of labor 3. empire 4. polytheism 5. social hierarchy 6. architecture 7. alphabet 	

8. imports
9. exports
10. monotheism
11. Judaism
12. Ten Commandments
13. Fertile Crescent

PEOPLE/ROLES

1. Nebuchadnezzar
2. Assyrians
3. Phoenicians
4. monarch
5. Abraham
6. Moses

Bible:

1. Genesis 12:1-9
2. Genesis 17:12-58

PLACES/INSTITUTIONS

1. Tigris
2. Euphrates
3. Fertile Crescent
4. Sumer
5. Babylon
6. Phoenicia
7. Mediterranean Sea
8. Holy Land

EVENTS

1. development of city-states
2. wheels
3. Epic of Gilgamesh
4. Hammurabi's Code
5. chariot
6. Exodus
7. Covenant with Abraham

Egypt

IDEAS

1. afterlife
2. mummies
3. hieroglyphics
4. theocracy

5. Ten Commandments

PEOPLE/ROLES

1. Ramses the Great
2. King Tutankhamun
3. Queen Hatshepsut
4. pharaoh
5. dynasty
6. nobles
7. Akhenaten
8. Moses

PLACES/INSTITUTIONS

1. delta
2. cataracts
3. pyramids
4. Nile
5. Upper Egypt
6. Lower Egypt
7. temples (sphinxes, obelisks)
8. Kush, Nubia
9. Mt. Sinai

EVENTS

1. Old Kingdom
2. Middle Kingdom
3. New Kingdom
4. Rosetta Stone
5. papyrus
6. Exodus
7. Covenant with Moses

India

IDEAS

1. Hinduism
2. caste system
3. reincarnation
4. karma
5. Buddhism
6. Four Noble Truths
7. nirvana

PEOPLE/ROLES

1. Aryans

2. Siddhartha Gautama (Buddha)
3. Gupta
4. Asoka

PLACES/INSTITUTIONS

1. subcontinent
2. Indus
3. Mohenjo Daro

EVENTS

1. Mauryan Empire
2. Gupta dynasty
3. metallurgy
4. inoculation
5. astronomy
6. Hindu-Arabic numerals

China

IDEAS

1. Confucianism
2. Daoism
3. Legalism
4. diffusion of Buddhism
5. Dynast

PEOPLE/ROLES

1. Confucius
2. Shi Huangdi

PLACES/INSTITUTIONS

1. Huang He River
2. Yangzi River
3. Great Wall
4. Silk Road

EVENTS

1. Shang Dynasty
2. Zhou Dynasty
3. Qin Dynasty
4. Han Dynasty
5. acupuncture
6. seismograph

Activities
<ol style="list-style-type: none"> 1. Geography - Map Skills. Locate early river civilizations on modern-day map. 2. Compare and Contrast Hammurabi's Code to the U.S. Constitution. 3. Create and design a Egyptian tomb. 4. Write and/or create a product using cuneiform, hieroglyphics, sanskrit, Chinese calligraphy. 5. Design a flag that represents one of the dynasties of Ancient China. 6. Use the Catechism to research the Church's teaching on social justice and contrast the Catholic teaching to India's caste system. 7. Analyze or contrast Catholicism to a River Civilization's religion. 8. Invite guest speakers

Social Studies	
Ancient Greece (approx. 2000 BCE – approx. 70 CE)	SIXTH GRADE
SCRIPTURE	
<i>For the LORD is our judge, the LORD is our lawgiver, the LORD is our king; he it is who will save us.</i> Isaiah 33:22	
STANDARD	
Students will recognize the beliefs and ideas of the ancient Greeks as the foundation of western ideas that shape the world today. Students will recognize and evaluate the role of geography in shaping Greek civilization. They will trace the development of city-states in Greece and compare and contrast Sparta and Athens in terms of the rights and responsibilities of citizens. Students will examine the influence of Greek mythology, literature, philosophy, architecture on the modern world and early Catholic tradition. They will analyze continuity and change in the context of the growth of the Persian Empire, and the empire of Alexander the Great. Students will explore the spread of the Hellenistic culture during the reign of Alexander the Great.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did Spartan values impact the education of boys? (Standard 1) 2. How were the rights and responsibilities of citizens the same and different in Athens and Sparta? (Standard 2) 3. How do Greek myths and literature still influence our world today? (Standard 3) 4. How did Alexander the Great change the lands he conquered? (Standard 4) 5. How did the geography of Greece both help and hinder its development? (Standard 5) 	
VOCABULARY TERMS	
<p style="text-align: center;">Greece</p> <p>IDEAS</p> <ol style="list-style-type: none"> 1. classical age 2. direct democracy 3. representative democracy 	

4. philosophy
5. Greek architecture (columns)
6. oligarchy
7. mythology
8. Hellenistic culture
9. Greek Theater
10. Olympics
11. Catholic social responsibility

PEOPLE/ROLES

1. Minoans
2. Mycenaean
3. Pericles
4. Aesop
5. Homer
6. Cyrus the Great
7. Socrates
8. Plato
9. Aristotle
10. Alexander the Great
11. Euclid
12. Hippocrates
13. Philip II

PLACES/INSTITUTIONS

1. Acropolis
2. Sparta
3. Athens
4. Persia
5. Macedonia
6. Syria
7. Alexandria
8. Polis

EVENTS

1. Trojan War
2. Persian War
3. Peloponnesian War
4. Empire of Alexander the Great

ACTIVITIES

1. Geography - Map Skills. Locate and color Greece on a map.

2. Geography - Map Skills. Draw/label retrace the footsteps in the conquests of Alexander the Great's Empire.
2. Authentic Greek food project.
3. Explain the roots of Greek direct democratic inspired the foundation of the United States' representative democracy.
4. Greek Mythology
5. Architecture - look at examples of Greek architecture, then find and take pictures of Greek architecture in your community, the present information.

Social Studies	
Ancient Rome (approx. 753 BCE – approx. 1453 CE)	SIXTH GRADE
SCRIPTURE	
<i>Therefore, we who are receiving the unshakable kingdom should have gratitude, with which we should offer worship pleasing to God in reverence and awe. Hebrews 12:28</i>	
STANDARD	
Students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman Empire. They will understand how the Pax Romana shaped the world at the time. Students will understand the connections between economics, military, and engineering and how they worked together to shape the world. They will analyze how economic choices and corruption led to loss of government stability and the eventual decline of the Roman Empire.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did Rome's expansion affect trade? (Standard 1) 2. How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity? (Standard 2) 3. What ideas from the government in the Roman Republic influenced the government of the United States? (Standard 3) 4. How do Roman accomplishments continue to impact our lives today? (Standard 4) 5. How did Rome's location on the Mediterranean affect its growth into a world power? (Standard 5) 	
VOCABULARY TERMS	
Rome	
IDEAS <ol style="list-style-type: none"> 1. republic 2. dictatorship 3. patricians/plebeians 	

4. consul
5. senate
6. veto
7. Latin
8. Roman engineering
9. roads
10. civil law
11. Judaism
12. Messiah
13. Christianity
14. Christian Bible

PEOPLE/ROLES

1. Romulus & Remus
2. Virgil
3. Hannibal
4. Spartacus
5. Cicero
6. Julius Caesar
7. Jesus of Nazareth
8. 1 st and 2nd Triumvirate
9. Mark Anthony
10. Augustus
11. Constantine
12. Attila
13. Justinian & Theodora
14. St. Paul
15. the apostles

PLACES/INSTITUTIONS

1. Forum
2. Carthage
3. Gaul
4. Roman Empire
5. Italy
6. Constantinople
7. Byzantine Empire

EVENTS

1. Law of the Twelve Tables
2. Punic Wars
3. Pax Romana
4. spread of Christianity
5. division of Rome

6. fall of Rome
7. Martyrdom

ACTIVITIES

1. Geography - Map Skills. Map the spread of Christianity. Map the spread of the Latin language spreading around the world.
2. Engineering - build a 3-D model showing the force of gravity allowed for running water.
3. Religion -
4. Government - compare / contrast the 12 Tables of Roman Law to the U.S. Bill of Rights.

Social Studies

African Civilizations and the Islamic World (approx. 500 BCE – approx. 1500 CE) SIXTH GRADE

SCRIPTURE

For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life. John 3: 16

STANDARD

Students will explore the impact and accomplishments of the early empires of West Africa. They will examine the role of trade, particularly in West Africa's resources of gold and iron, in connecting people, cultures, and ideas. Students will analyze the factors leading to decline in early African empires. They will explore the impact of geography and climate on the culture and development of civilizations in Africa. Students will examine the origins of Islam in Southwest Asia. They will trace the expansion of Islam and its role in preserving intellectual and cultural traditions while acting as a bridge between eastern and western worlds. Students will analyze the role of trade in the spread of Islamic beliefs. Students will investigate Islamic contributions in art, architecture, science, and mathematics.

Examples

ESSENTIAL QUESTIONS

1. How did choices about how trade was conducted affect the wealth of Ghana? (Standard 1)
2. What role did village society play in defining rights and responsibilities in early West African communities? (Standard 2)
3. How are Islam, Christianity, and Judaism similar and different? (Standard 3)
4. How do Muslim ideas in math and medicine still influence the world today? (Standard 4)
5. How did geography affect culture and trade in West Africa? (Standard 5)

VOCABULARY TERMS

African Civilizations and the Islamic World

IDEAS

1. extended family
2. animism
3. overgrazing
4. oral history

5. caravan
6. migratory people
7. prophet
8. Qur'an
9. pilgrimage
10. jihad
11. minaret
12. Five Pillars of Islam

PEOPLE/ROLES

1. Mansa Musa
2. Askia the Great
3. caliph
4. Janissaries
5. Suleyman the Magnificent
6. Shia
7. Sunni
8. Ibn Battutah
9. Omar Khayyam
10. Muhammad

PLACES/INSTITUTIONS

1. Niger River
2. Sahara
3. Ghana
4. Mali
5. Morocco
6. mosque
7. Arabia
8. Baghdad
9. Cordoba
10. Timbuktu

EVENTS

1. Muhammad's journey from Medina to Mecca
2. travels of Mansa Musa
3. Songhai kingdom
4. Great Zimbabwe
5. crusades

ACTIVITIES

1. Geography - Map Skills.
2. Compare how the Roman Tripartite Government is similar to the United States system of checks and balances.

3. Build an aqueduct and explain the importance of arches in architecture.
4. Examine the effects of the split of the Roman Empire and its effects on our church today.
5. Study the life of St. Joan of Arc.

Social Studies	
Asian Empires (approx. 500 CE – approx. 1600 CE)	SIXTH GRADE
SCRIPTURE	
<i>For whoever is begotten by God conquers the world. And the victory that conquers the world is our faith. 1 John 5:4</i>	
STANDARD	
<p>Students will compare and contrast the strengths and weaknesses of China’s dynasties. They will investigate new inventions and technology in China and their impact on society. They will investigate the growth of Buddhism and its increasing influence on life in China during the Sui and Tang dynasties. Students will analyze the impact of trade on China and other nations, including their exports of tea, rice, silk, spices, and jade. They will examine the influence of Confucianism on the government. Students will evaluate dynastic cycles in China. Students will recognize the role of geography in impacting life in Japan, from developing a unique culture because of its isolation as an island to its reliance on seafood. They will recognize the influence of China and Korea on Japanese culture. Students will analyze the Shogunate in Japan after 1100. They will recognize the decline of central power in Japan after the Mongol invasions of the 13th century.</p>	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did the creation of an imperial court in Heian influence the growth of the arts in Japan? (Standard 1) 2. How did concepts of political power in Japan change over time? (Standard 2) 3. How did Confucian ideas influence government during the Song dynasty? (Standard 3) 4. How did the Mongol conquest change China? (Standard 4) 5. How did advancements in agriculture advance Chinese civilization? (Standard 5) 	
VOCABULARY TERMS	
China	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. rice culture 2. growth of cities 3. porcelain 4. Neo-Confucianism 5. civil service 6. examination system 	

PEOPLE/ROLES

1. Empress Wu
2. Genghis Khan
3. Kublai Khan

PLACES/INSTITUTIONS

1. Korea
2. Japan
3. Mongolia

Japan

IDEAS

1. Shinto
2. calligraphy
3. Noh
4. Zen Buddhism
5. Heian literature
6. tea ceremony and pure Land Buddhism
7. Bushido

PEOPLE/ROLES

1. Prince Shotoku
2. Lady Murasaki Shikibu
3. daimyo
4. samurai
5. shogun
6. St. Paul Miki
7. St. Andrew Kim Taegon

PLACES/INSTITUTIONS

1. Kamakura
2. Heian-kyo

EVENTS

1. Kamakura shogunate
2. Mongol invasion

ACTIVITIES

1. Analyze the feudal system of Japan and create a role play.
2. Conduct a tea ceremony in celebration of Japanese culture.

Early Americas (approx. 500 BCE – approx. 537 CE)	SIXTH GRADE
SCRIPTURE	
<i>For the judgment is merciless to one who has not shown mercy; mercy triumphs over judgment.</i> James 2:13	
STANDARD	
Students will compare and contrast the civilizations of the Mayas, Aztecs, and Incas in the Americas. Students will examine the impact of geography on the culture and way of life of these civilizations. They will investigate religion, family and social structure, government, trade, and innovations of the Mayas, Aztecs, and Incas. They will examine the causes of the decline and conquest of these civilizations.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did trade impact Mayan civilization? (Standard 1) 2. How did the Incas use central rule to control the vast Incan empire? (Standard 2) 3. How did religion impact Mayan culture? (Standard 3) 4. What events led to the end of the Incan empire? (Standard 4) 5. How did the Aztecs address the geographic challenges of building Tenochtitlan? (Standard 5) 	
VOCABULARY TERMS	
Early Americas	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. maize 2. observatories 3. Calendars 	
<p>PEOPLE/ROLES</p> <ol style="list-style-type: none"> 1. Moctezuma II 2. conquistadors 3. Hernan Cortes 4. Pachacuti 5. Atahualpa 6. Francisco Pizarro 7. Juan Diego 8. Our Lady of Guadalupe 	
<p>PLACES/INSTITUTIONS</p> <ol style="list-style-type: none"> 1. Mesoamerica 2. Lake Texcoco 3. Mexico 4. Tenochtitlan 5. Andes 	

6. Machu Picchu

EVENTS

1. Classic Age of Mayan civilization
2. Cortes conquers Aztecs
3. Inca Empire
4. Pizarro conquered the Incas

ACTIVITIES

1. Analyze the spread of Catholicism to the Americas and the conversion of the native peoples of the Mayan, Aztec, and Incan Empires to the Catholic faith.
2. Build a 3-D model of Tenochtitlan to understand the challenges of the landscape.
3. Create a skit or play retelling the story of Juan Diego and Our Lady of Guadalupe.

Social Studies

Middle Ages in Europe

SIXTH GRADE

SCRIPTURE

He summoned the Twelve and began to send them out two by two and gave them authority over unclean spirits. Mark 6:7

STANDARD

Students will recognize the influence of the Catholic church on the small kingdoms of Europe after the fall of the Roman Empire. They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. Students will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades. They will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. They will evaluate the impact of the Black Death on European society and the impact of the Church through charitable contributions.

ESSENTIAL QUESTIONS

1. How did the attempts to retake the Holy Land from the Muslims through the Crusades impact Europe and the Middle East? (Standard 1)
2. How did feudalism define the rights and responsibilities between lords and vassals? (Standard 2)
3. How did Christianity influence education in the Middle Ages? (Standard 3)
4. What factors led to the growth of medieval towns in Europe? (Standard 4)
5. What effect did the bubonic plague have in Europe? (Standard 5)

6. How did the Catholic faith influence charitable giving in the Middle Ages?

VOCABULARY TERMS

Middle Ages

IDEAS

1. Crusades
2. medieval
3. missionaries
4. feudalism
5. chivalry
6. growth of towns and trade
7. Parliament
8. excommunicate
9. Christendom
10. scientific method

PEOPLE/ROLES

1. St. Patrick
2. monks and friars
3. Pope
4. Benedict
5. Charlemagne
6. William the Conqueror
7. Eleanor of Aquitaine
8. Thomas Aquinas
9. Pope Urban I
10. Saladin
11. King Richard I
12. St. Francis of Assisi
13. St. Vincent DePaul

PLACES/INSTITUTIONS

1. Rome
2. Britain
3. Ireland
4. monasteries
5. Gaul (France)
6. Holy Roman Empire
7. Holy Land
8. Spain
9. Catholic hospitals and universities

EVENTS

1. Battle of Hastings
2. Crusades

3. Magna Carta
4. Hundred Years War
5. Black Death
6. Reconquista
7. Gothic architecture

ACTIVITIES

1. Sing the St. Francis of Assisi rap.
2. Create a musical rap from a medieval saint.
3. Synthesize the Magna Carta and the U.S. Constitution, then debate the key points of the Magna Carta as they connect or relate to the U.S. Constitution.

Social Studies	
Introduction to Geography	SEVENTH GRADE
SCRIPTURE	
<p><i>In the beginning, when God created the heavens and the earth and the earth was without form or shape, with darkness over the abyss and a mighty wind sweeping over the waters. Then God said: Let there be light, and there was light. Genesis 1:1-3</i></p>	
STANDARD	
<p>Students should interpret various types of geographical information and how geographers look at the world God created. Students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Create a map of the geography of the Catholic Church <ol style="list-style-type: none"> a. Include at least three of the Five Themes of Geography. b. Identify the longitude and latitude of the 3 countries most populated by Catholics 2. Using the Five Themes of Geography analyze the state of your favorite NFL Superbowl Champion 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What must a cartographer consider when making a map? (Standard 1) 2. How might the rights of people be affected by geography? (Standard 2) 3. How did differing ideas about the earth's geography impact development? (Standard 3) 4. How have absolute and relative location changed over time? (Standard 4) 5. What is the dynamic relationship between physical and human geography? (Standard 5) 	
Vocabulary terms	
<p>Branches of Geography</p> <ol style="list-style-type: none"> 1. Physical geography 2. Human geography 	
<p>Essential Elements</p> <ol style="list-style-type: none"> 1. The world in spatial terms 2. Places and regions 3. Physical systems 4. human systems 5. environment and society 	

6. the uses of geography
7. the five themes of geography

Tools of Geography

1. mapping
2. absolute location
3. relative location
4. technology of geography
5. spatial organization

Social Studies	
Physical Geography: Physical Features	SEVENTH GRADE
SCRIPTURE	
<p><i>God called the dry land "earth," and the basin of water he called "sea." God saw that it was good.11^f Then God said: Let the earth bring forth vegetation: every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it. Genesis 1:10-11</i></p>	
STANDARD	
<p>Students should be introduced to physical geography with a concentration on physical features. Students should be able to analyze the characteristics of physical geography and apply this analysis to the world God created. Students should address geographic elements and themes, in addition students should interpret various types of geographic information and how geographers look at the world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Write a song on the Water Cycle and perform for a lower grade level. 2. Determine the important physical features in and around the Vatican City and explain the effects they may have on residence and visitors. 3. Raise money for Building Water Wells in Africa. 4. Interpret quotes from Pope Francis about protecting the earth. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What is the impact of physical systems on choices people make on where they live? (Standard 1) 2. In what ways does scarcity of resources impact the rights of citizens in a region? (Standard 2) 	

3. How do ideas and beliefs about resources impact the daily lives of people in a given region? (Standard 3)
4. How might the current physical and ecological processes impact Earth and its' inhabitants in the future? (Standard 4)
5. How do surface forces and weather impact other physical systems? (Standard 5)
6. How are we as Catholics called to share our resources with the poor and vulnerable? (Lev. 19:9-10, Isaiah 25:4-5)

Vocabulary terms

The Earth

1. Surface forces
2. Physical features that create regions
3. Uses of physical geography
4. Earth's structure
5. Subterranean forces
6. Plate tectonics theory
7. Ring of Fire

Water

1. Importance of water
2. The water cycle
3. Supply and scarcity
4. Water as a resource

Climate

1. Factors of weather and climate
2. Major climate zones
3. Climate change within regions
4. Plant and animal life

Social Studies

Physical Geography; Physical Systems

SEVENTH GRADE

SCRIPTURE

Then God said: "Let there be lights in the dome of the sky, to separate day from night. Let them mark the seasons, the days and the years, and serve as lights in the dome of the sky, to illuminate the earth. And so it happened: God made the two great lights, the greater one to govern the day, and the lesser one to govern the night, and the stars." Genesis 1:14-16

STANDARD

This unit may have significant overlap with science instruction grades 6—8. Collaboration and coordination of curricular design with science is recommended.

Students should be introduced to physical geography with a concentration on physical systems. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world as Catholics.

ACTIVITIES

1. Investigate CCC 2415, the care of God's creation and apply key concepts of geography.
2. Give a persuasive speech about a Catholic's responsibility in the conservation and cleanliness of water.
3. Compare and contrast the availability of clean water in Kansas to that of The Republic of Haiti.
 - a. General health impact
 - b. Birth and death rates
 - c. Education
 - d. Catholic faith response

ESSENTIAL QUESTIONS

1. What would be the consequences of a different earth orbit, rotation, revolution? (Standard 1)
2. In what ways are there global responsibilities for managing the physical environment? (Standard 2)
3. In what ways might beliefs and ideas about energy impact the world's resources? (Standard 3)
4. How are the physical systems changing? (Standard 4)
5. What factors contribute to the creation of various ecosystems? (Standard 5)
6. As stewards of our faith, what is our responsibility to care for and protect God's creation? (CCC2415)

Vocabulary terms

The Earth in Space

1. Orbit
2. Rotation
3. Revolution
4. Sun
5. Planets
6. Seasons

Natural Environments

1. Distribution of ecosystems
2. Forest
3. Desert

<ol style="list-style-type: none"> 4. Grassland 5. Mountain 6. Aquatic
<p>Resources</p> <ol style="list-style-type: none"> 1. Natural 2. Renewable 3. Non-renewable 4. Patterns of resources 5. Scarcity and abundance of resources 6. Energy

Social Studies	
Human Geography: Culture	SEVENTH GRADE
SCRIPTURE	
<p><i>God created mankind in his image; in the image of God he created them; male and female he created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it. Genesis 1:27-28a</i></p>	
STANDARD	
<p>Students should be introduced to human geography with a concentration on culture. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Research a Christmas tradition diffused into the United States. <ol style="list-style-type: none"> a. Create a poster b. Give a 2 minute speech c. Write a 2 paragraph essay 2. A new student has just arrived from another city/state/country. Create a video, Google Slide, play etc. introducing him/her to the culture of your school. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What types of choices influence the development of a culture? (Standard 1) 2. How are rights defined within a culture? (Standard 2) 3. How does the diversity within a region impact its cultural development? (Standard 3) 4. What are the most critical factors in bringing about cultural change? (Standard 4) 5. What is the impact of climate and resources on culture? (Standard 5) 	
Vocabulary terms	

Development of Culture

1. Traits
2. Culture groups
3. Language
4. Food
5. Customs
6. Religion
7. Traditions
8. History
9. Ways of life

Cultural Regions

1. Race
2. Religion
3. Ethnicities
4. Languages
5. Custom and tradition
6. Cultural diversity
7. Multiculturalism
8. Cultural change and diffusion
9. Diversity of saints
10. St. Maximilian Kolbe, St. Peter Claver, etc...

Population

1. Population patterns
2. Distribution
3. Density
4. Urban
5. Rural
6. Population growth
7. Demographics
8. Movement
9. Immigration
10. Migration

Social Studies

Human Geography: Government, Economics, and Religion

SEVENTH GRADE

SCRIPTURE

Come, let us go down and confuse their language, so that no one will understand the speech of another. So the LORD scattered them from there over all the earth, and they stopped building the city. That is why it was called Babel because there the LORD confused the

speech of all the world. From there the LORD scattered them over all the earth. Genesis 11:7-9

STANDARD

Students should be introduced to human geography with a concentration on government, economics, and religion. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze these characteristics of human geography and apply this analysis to their world as Catholics.

ACTIVITIES

1. Review the Archdiocesan pro-life website [Prolife-Home](#). Write 5 questions to share with classmates as conversation starters regarding human geography.
2. Attend the annual Pro-life rally in Topeka.
3. Create a compare and contrast chart on Catholicism, Buddhism, Hinduism and Judaism.

ESSENTIAL QUESTIONS

1. How do religious and economic choices affect a region's political systems? (Standard 1)
2. What role do individual rights play in political, economic, and religious systems? (Standard 2)
3. How do political, economic, and/or religious beliefs shape a culture? (Standard 3)
4. What system would be easiest to change: political, economic, or religious? (Standard 4)
5. What tension exists between political, economic, and religious systems with in a culture?(Standard 5)

Vocabulary terms

Political Systems

1. Democracies
2. Monarchies
3. Dictatorships
4. Oligarchies
5. Military states

Economic Systems

1. Traditional
2. Command
3. Market
4. Mixed market
5. Communism
6. Socialism
7. Developed

8. Developing, and emerging economies

Religions

1. Role of religious beliefs
2. Impact of religion on development
3. Catholicism
4. Buddhism
5. Christianity
6. Hinduism
7. Islam
8. Judaism

Social Studies
SEVENTH GRADE
SCRIPTURE
<i>They shall not harm or destroy on all my holy mountain; for the earth shall be filled with knowledge of the LORD, as water covers the sea. Isaiah 11:9</i>
STANDARD
Human Impact on the Earth and Physical Systems Students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between God, human and physical systems and implications of those relationships. In addition, students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics.
ACTIVITIES
<ol style="list-style-type: none">1. Analyze the geographic theme of movement as it relates to your regional movement and population growth of certain areas.2. Organize an Earth Day project on your school campus. Students create and implement the guidelines.3. Interview three adults to determine why they chose where to live and work.<ol style="list-style-type: none">a. Create a posterb. Record the interview (reporter style)c. Give a 2 minute speechd. Student choice
ESSENTIAL QUESTIONS
<ol style="list-style-type: none">1. What are the critical factors on people’s decisions on where to live and work? (Standard 1)2. What are the responsibilities of land ownership and management? (Standard 2)

3. How will current ideas about resource management impact the world of the future? (Standard 3)
4. What critical changes are required to improve the health of the planet? (Standard 4)
5. In what ways does change in world population impact the geographic landscape? (Standard 5)
6. How does your relationship with God impact your interaction with the world He created?

Vocabulary terms

Interconnectedness

1. significance of physical systems in supporting life
2. relationships between physical and human systems
3. human system impact on physical systems
4. relationships between God and us (human system) Interaction

1. adaptation
2. Industrialization
3. Technology
4. energy
5. Resources
6. consumption
7. production
8. Waste
9. Prayer
10. meditation Implication

1. human adaptation
2. changing the physical environment
3. pollution
4. climate change
5. globalization
6. grow in holiness
7. deeper relationship with God

Social Studies	
Kansas History	SEVENTH GRADE
SCRIPTURE	
<i>“Go therefore and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you And behold, I am with you always, until the end of the age.” Matthew 28:19-20</i>	
STANDARD	
Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)	

Students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined

ACTIVITIES

1. Create a Wax Museum of early explorers for other grades to visit.
2. Discuss the impact the Trail of Tears had on American Indians and European explorers.
3. Make a timeline retracing the steps of St. Rose Philippine Duchesne.

ESSENTIAL QUESTIONS

1. Why did people choose to live in Kansas? (Standard 1)
2. Whose land was it? (Standard 2)
3. What beliefs and ideas made it difficult for people to live together? (Standard 3)
4. How did life change for the American Indian after the Europeans arrived? (Standard 4)
5. What did it mean when Indian groups were given reservations by treaty? (Standard 5)
6. What impact did the Catholic missionaries have on early Kansas?

Vocabulary terms

IDEAS

1. Contrasting cultures
2. Exploration
3. Settlement
4. Adaptation
5. Trade

PEOPLE/ROLES

1. Indigenous American Indians of the Kansas region
2. Emigrant American Indians
3. Francisco Coronado
4. Zebulon Pike
5. William Becknell
6. Stephen Long
7. Father Juan de Padilla
8. St. Phillipine Duchesne
9. Bishop Miege
10. Catholic religious orders (Jesuits, Benedictines, Sisters of Charity of Leavenworth)

PLACES/INSTITUTIONS

1. Plains
2. Louisiana Territory

3. Oregon Trail
4. Santa Fe Trail
5. Forts
6. Missions
7. Benedictine Abbey

EVENTS

1. First European contact
2. Louisiana Purchase
3. Corps of Discovery
4. Santa Fe Trail
5. Oregon Trail
6. Indian Removal Act
7. Missouri Compromise
8. Compromise of 1850
9. Kansas-Nebraska Act

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>You will hear of war and reports of wars; see that you are not alarmed, for these things must happen, but it will not yet be the end. Nation will rise against nation, and kingdom against kingdom; there will be famines and earthquakes from place to place. Matthew 24:6-7</i></p>
STANDARD
<p>Statehood and Civil War (1854—1865)</p> <p>Students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.</p>
ACTIVITIES
<ol style="list-style-type: none"> 1. Write a first person narrative as a survivor of Quantrill’s Raid using sensory details. 2. Conduct a book study of the novel <i>Rifles for Watie</i>. 3. Invite Mahaffie Stagecoach to your school to present <i>The Tragic Prelude</i> program.
ESSENTIAL QUESTIONS

1. What factors might settlers consider before coming to Kansas? (Standard 1)
2. Under what circumstances should individuals fight for the rights of others? (Standard 2)
3. Why were beliefs about slavery so important in Kansas history? (Standard 3)
4. How and why did social and political atmosphere in the state change during this period? (Standard 4)
5. What factors led to a rise in physical violence in the state? (Standard 5)
6. How did the Civil War fit with the Catholic doctrine on a just war? (CCC 2309)

Vocabulary terms

IDEAS

1. Popular sovereignty
2. Slavery and abolition
3. Underground railroad
4. Transportation/communication
5. State constitutions
6. Free State Movement
7. Just war (CCC2309)

PEOPLE/ROLES

1. Charles Robinson
2. Clarina Nichols
3. Jayhawkers
4. Border Ruffians
5. William Quantrill
6. Charles Sumner
7. New England Emigrant Aid Society

PLACES/INSTITUTIONS

1. Atchison
2. Lawrence
3. Topeka
4. Leecompton
5. Doniphan County
6. Douglas County
7. Linn County
8. Osawatomie

EVENTS

1. Kansas-Nebraska Act
2. Bogus legislature
3. Bleeding Kansas

4. Pony Express
5. Civil War
6. Statehood
7. Battle of Mine Creek
8. Quantrill's Raid
9. Order #11

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>"Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me."</i> Matthew 25:40</p>
STANDARD
<p>Kansas: To the Stars through Difficulty (1865—1890s) Students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, culture and religion. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.</p>
ACTIVITIES
<ol style="list-style-type: none"> 1. Travel to Kansas State Capital and Kansas History Museum 2. Students will read expository text about what a census is and why they are made. Students will complete a graphic organizer using two census record entries and draw conclusions about German migration patterns. 3. Students will learn the reasons for the cattle drives in post-Civil War Kansas. Students will read a series of historic images then place them in sequential order to tell the story of a cattle drive.
ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> 1. What were the consequences of decisions made when deciding where to build a railroad? (Standard 1) 2. How successful was the Civil War in improving minority rights in Kansas? (Standard 2) 3. How did ethnic and religious, Catholic immigrants impact the culture of the state? (Standard 3) 4. In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)

5. How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Homesteading
2. Immigration
3. Romantic image of the West
4. Promotion and growth of agriculture
5. Railroads

PEOPLE/ROLES

1. Buffalo Soldier
2. Satanta
3. Cyrus K. Holliday
4. Fred Harvey
5. Joseph McCoy
6. Exodusters
7. Ethnic and religious immigrants (Hispanic, German, Croatian, Slavic Catholics)

PLACES/INSTITUTIONS

1. Abilene
2. Ellsworth
3. Dodge City
4. Nicodemus
5. Topeka
6. Atchison
7. Leavenworth
8. Wichita
9. Catholic Church in Kansas
10. Catholic hospitals and schools
11. Benedictine Abbey and Benedictine College

EVENTS

1. Homestead Act
2. Medicine Lodge Treaty
3. Sand Creek Massacre
4. Cattle drives
5. Land grant universities

SCRIPTURE

"Do to others whatever you would have them do to you." Matthew 7:12

STANDARD

Progress and Reform (1860s—1920s)

Students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, religious and geographic context of these developments and the conditions which existed to inspire these reforms.

ACTIVITIES

1. After researching Charles Sheldon and his life as a Topeka Minister, students will read excerpts for his novel *In His Steps, What Would Jesus Do?*. Students will examine and discuss the situations the characters were in, and the difficulty of choosing what Christ would do in their specific circumstances.
2. Students will analyze a primary source about women's suffrage in Kansas and the United States. Students will work cooperatively in groups to interpret information found in these documents.
3. Compare Pope Leo XIII to Pope Francis's philosophies and spirit of reform.

ESSENTIAL QUESTIONS

1. What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1)
2. Who should be allowed to vote? (Standard 2)
3. How and why did Populism and Socialism gain in popularity during this period? (Standard 3)
4. How might one compare prohibition in Kansas to the war on drugs of this generation?(Standard 4)
5. What factors gave rise to industry in Kansas? (Standard 5)
6. How does Church teaching on economic activity and social justice impact this era? (CCC2435)

Vocabulary terms

IDEAS

1. Industrialization
2. Specialization
3. Transportation
4. Communication
5. Prohibition
6. Populism
7. Progressivism

8. Suffrage movements
9. Socialism
10. Rerum Novarum (1891 by Pope Leo XIII)

PEOPLE/ROLES

1. Samuel Crumbine
2. Charles Sheldon
3. Carry Nation
4. Mary Lease
5. Karl Menninger
6. Walter Chrysler
7. Walter and Olive Beech
8. Clyde Cessna
9. William Allen White
10. Kate Richards O’Hare
11. Pope Leo XIII
12. Religious order (Ursulines)

PLACES/INSTITUTIONS

1. Emporia
2. Medicine Lodge
3. Girard
4. Pittsburg

EVENTS

1. National prohibition
2. World War I
3. Legislative War
4. Appeal to Reason
5. Coal miner strikes
6. Discovery of oil/gas

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>“In every way I have shown you that by hard work of that sort we must help the weak, and keep in mind the words of the Lord Jesus who himself said, ‘It is more blessed to give than to receive.’”</i> Acts 20:35</p>
STANDARD

Good Times and Bad (1920s—1940s)

Students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansans played in World War I and II. Students should spend the bulk of their time in this unit considering the causes, conditions, and remedies for the economic distress of the Great Depression.

ACTIVITIES

1. Students will view “Catholics and the Great Depression” through Catholic Focus. Students will discuss/journal/write about the roles and responsibilities the Catholic church had at that time. (students could also research Catherine Doherty and write a paper. (This is about Catholics in Canada so maybe I can come up with something else)
2. Read CCC 2185. Have students debate the merits and possible economic pitfalls of keeping the Sabbath Holy.
3. Interview a secondary source regarding the Great Depression. Questions should focus on resources citizens now take for granted. Additionally, focus should include how citizens can protect the many resources God has given us.

ESSENTIAL QUESTIONS

1. What choices led to the consequences of the Great Depression in the state? (Standard 1)
2. Does the government have a duty to help the needy? (Standard 2)
3. In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3)
4. How did Kansas change from 1900 to 1945? (Standard 4)
5. What impact did the Great Depression have on Catholic schools?

Vocabulary terms

IDEAS

1. Distribution of wealth and resources
2. Agricultural conservation
3. Growth of entertainment
4. Social justice

PEOPLE/ROLES

1. Charles Curtis
2. Arthur Capper
3. Langston Hughes
4. Amelia Earhart
5. James Naismith
6. Herbert Hoover
7. Alf Landon
8. Dwight Eisenhower

9. John Stewart Curry
10. Franklin D. Roosevelt
11. Religious order (Sister Servants of Mary)

PLACES/INSTITUTIONS

1. Pearl Harbor
2. Normandy
3. Germany
4. Italy
5. Japan
6. Lawrence
7. Topeka
8. Abilene
9. University of St. Mary

EVENTS

1. Great Depression
2. World War II
3. Stock Market Crash
4. Dust Bowl
5. New Deal

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>“The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these. Mark 12:31</i></p>
STANDARD
<p>Kansas and a Changing World (1950s—2000s)</p> <p>Students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas’ social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and Brown v Topeka Board of Education in advancing civil rights. Students should investigate the impact of Vatican II on Catholics in the United States.</p>
ACTIVITIES

1. Read “Kansas Early Civil Rights Cases” through the Kansas Historical Society website. Students will choose one of the organized cases to research and produce one of the following
 - a. A 2 minute speech
 - b. A Google Slide presentation
 - c. A re-creation of the case
 - d. A 2-3 paragraph describing the case and the effect it had on society.
2. Research Brown v. Board of Education Supreme Court case. Write a 200 word essay on the importance of judicial review.
3. Visit the Brown v. Board of Education building in Topeka.

ESSENTIAL QUESTIONS

1. How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
2. In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
3. In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
4. How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
5. How was the Kansas economy impacted by Cold War conflicts? (Standard 5)
6. How did the changes from Vatican II impact the daily life of Catholics?

VOCABULARY TERMS

IDEAS

1. Civil rights
2. Cold War
3. Communism
4. Rise of interstate transportation
5. Time, talent, treasure

PEOPLE/ROLES

1. Oliver Brown
2. Charles Scott
3. Thurgood Marshall
4. Harry Colmery
5. Gordon Parks
6. Robert Dole
7. Nancy Landon Kassebaum
8. Georgia Neese Clark
9. Dwight Eisenhower

PLACES/INSTITUTIONS

1. Korea
2. Vietnam
3. Fort Scott
4. Topeka
5. Ogallala Aquifer
6. Savior of the World Seminary

EVENTS

1. Popularity of television
2. Korean War
3. Floods of 1951
4. Brown v Topeka Board of Education
5. Dockum Drug sit-in
6. Space race
7. Vietnam
8. Flood control system
9. Interstate highways
10. Vatican II
11. Call to Share

Social Studies
SEVENTH GRADE
SCRIPTURE
<i>"I command you: be strong and steadfast! Do not fear nor be dismayed, for the LORD, your God, is with you wherever you go."</i> Joshua 1:9
STANDARD
Kansas and a Modern World (1970s—present) Students should examine the events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is positioned for the future, including an overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future through the lens of a Catholic.
ACTIVITIES
1. Read the preamble and the Bill of Rights of the Kansas Constitution. Have students choose one right to study and analyze. Students should present their right to the class utilizing an acceptable form of technology.

2. Analyze existing political cartoons regarding social justice. Create cartoons depicting Catholic teaching on social justice.
3. Research a Catholic organization in Kansas. Create a pamphlet explaining how the organization helps Kansas. Present your work to the class.
4. Invite a Catholic organization to the class or school. Journal about their work and the impact they have on Kansas.
(possibly look up Catholic resources throughout the state of Kansas and determine a way to contribute to them??? Evangelism of some sort? Maybe have “little sisters of Mercy” or someone similar visit with journaling or essay writing or volunteer work???)

ESSENTIAL QUESTIONS

1. How are important decisions about Kansas’ state policies made? (Standard 1)
2. What are critical rights issues in the state? (Standard 2)
3. How are the beliefs and ideas of Kansans different/similar from other places? (Standard 3)
4. What has been the most significant change in Kansas in the last 50 years? (Standard 4)
5. What are the most important relationships in Kansas? (Standard 5)
6. As a Catholic, how can you impact change in the State of Kansas ?

Vocabulary terms

IDEAS

1. Globalization
2. Rural depopulation
3. Energy
4. Kansas economy
5. Kansas government
6. Social justice
7. Pro-life

PEOPLE/ROLES

1. Black Bear Bosin
2. Bill Kurtis
3. Astronauts
4. Lynette Woodard
5. Gayle Sayers
6. Barry Sanders
7. Jack Kilby

PLACES/INSTITUTIONS

1. Wichita
2. Kansas City

3. Topeka

EVENTS

1. Current and critical issues
2. Religious liberty
3. Care for the poor
4. Social justice
5. Pro-life
6. Immigration
7. Evangelization

Social Studies	
Establishing America (1787-1830s)	EIGHTH GRADE
SCRIPTURE	
<p><i>I, then, a prisoner for the Lord, urge you to live in a manner worthy of the call you have received, with all humility and gentleness, with patience, bearing with one another through love, striving to preserve the unity of the Spirit through the bond of peace: one body and one Spirit, as you were also called to the one hope of your call; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all. Ephesians 4:2-6</i></p>	
STANDARD	
<p>Students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. As a Catholic, students should investigate and analyze the impact of these changes on American society</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Evaluate the presidency of Andrew Jackson. Decide which policies or actions benefited nation and which were in agreement with the principles of the American government . Explain your positions with examples. 2. Compare the rights and responsibilities as a student, a citizen and a Catholic. Write an essay titled “The Rights and Responsibilities of a Catholic Citizen in Today’s Society”. 3. Citizenship Test; analyze how citizenship test has changed over time. 4. Illustrate an amendment poster with symbols representing a chosen amendment. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What were the most important choices made by the creators of the U.S. Constitution? (Standard 1) 2. Why were some living in America given the rights and responsibilities of citizens but others living in America were not? (Standard 2) 3. How and why did tensions arise between American Indians and other Americans? (Standard 3) 4. How has the definition of citizenship changed over time? (Standard 4) 5. How did the size of North America impact the relationship between the American government and its citizens? (Standard 5) 6. What were the responsibilities of a Catholic citizen during this time? 	
Vocabulary terms	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Federalism 2. Bill of Rights 3. Jacksonian democracy 	

4. Industrial Revolution
5. Market Revolution
6. Growth of executive power
7. Growth of judicial power
8. Monroe Doctrine
9. Individual freedom
10. Marshall Court

PEOPLE/ROLES

1. Founding Fathers
2. Tecumseh
3. James Monroe
4. Andrew Jackson
5. Phyllis Wheatley
6. Abigail Adams
7. Sacagawea
8. Whigs
9. Democrats
10. Charles Carroll
11. Bishop John Carroll
12. Daniel Carroll

PLACES/INSTITUTIONS

1. Louisiana Territory
2. New Orleans
3. Washington D.C.
4. Philadelphia
5. Mississippi River
6. Ohio Valley
7. Northwest Territories

EVENTS

1. Three-fifths Compromise
2. Great Compromise
3. Louisiana Purchase
4. Exploration
1. Alien and Sedition Act
2. War of 1812
3. Second Great Awakening
4. Missouri Compromise

Social Studies	
Regionalism and Expansion: 1800s—1850s	EIGHTH GRADE
SCRIPTURE	
<i>“There is neither Jew nor Greek, there is neither slave nor free person, there is not male and female, for you are all one in Christ” Galatians 3: 28</i>	
STANDARD	
<p>This period follows the nation’s regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, religion and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.</p> <p>During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States.</p>	
EXAMPLES	
<ol style="list-style-type: none"> 1. Create a colored map of Manifest Destiny. 2. Portrait of Abolitionists project comparing two abolitionists side by side and their similar motivations to join the movement. 3. Create trading cards with a profile of well known abolitionist or transcendentalists. 4. Write a speech to be delivered by David Walker or Frederick Douglas explaining his beliefs about the need for the abolition of slavery. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1) 2. How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2) 3. How did the economic ideas of business owners change the lives of workers? (Standard 3) 4. How has the idea of women’s rights both changed and remained the same since the mid-1800s? (Standard 4) 5. How did the growth of the United States, including the arrival of Catholic immigrants, impact the lives of Americans? (Standard 5) 	
VOCABULARY TERMS	

IDEAS

1. Manifest Destiny
2. Western expansion
3. Second Industrial Revolution
4. Sectionalism and racism
5. Slavery
6. Abolitionism
7. Enslaved person resistance
8. American Indian resistance
9. Women's rights
10. Immigration
11. Trails
12. Expansion of railroads
13. Second Great Awakening

PEOPLE/ROLES

1. Nat Turner
2. Henry Clay
3. Brer Rabbit
4. George Fitzhugh
5. James Polk
6. Elizabeth Cady Stanton
7. Frederick Douglass
8. Washington Irving
9. Henry David Thoreau
10. Edgar Allan Poe
11. Harriet Jacobs
12. Maria Ruiz de Burton
13. Fr. Junipero Serra
14. St. Elizabeth Ann Seton
15. St. John Neumann

PLACES/INSTITUTIONS

1. Texas Republic
2. Chicago
3. Southern States
4. Northern States
5. Western territories and states
6. Mexican Cession lands
7. Liberia
8. Catholic schools
9. Spanish missions

EVENTS

1. Indian Removal Acts
2. Nullification Crisis
3. Mexican-American War
4. California Gold Rush
5. Oregon Fever
6. Underground Railroad
7. Seneca Falls Convention
8. Growth of technology
9. Spread of agriculture
10. Rise of cities
11. Irish potato famine

Social Studies	
March to War: 1850s—1861	EIGHTH GRADE
SCRIPTURE	
<i>I urge you, brothers, in the name of our Lord Jesus Christ, that all of you agree in what you say, and that there be no divisions among you, but that you be united in the same mind and in the same purpose. 1 Corinthians 1:10</i>	
STANDARD	
Students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts through the eyes of the Catholic Church.	
The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.	
EXAMPLES	

1. Create a political cartoon from the point of view of a Northern artist or a Southern artist on one of the following; Missouri Compromise, Compromise of 1850, Bleeding Kansas, or the Dred Scott Decision.
2. Debate whether or not the Civil War could have been avoided.
3. Decide if John Brown was a martyr or villain . Write an essay explaining your point of view.

ESSENTIAL QUESTIONS

1. Could the Civil War have been prevented? (Standard 1)
2. Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)
3. How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
4. How did the concept of abolitionism change over time? (Standard 4)
5. What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

VOCABULARY TERMS

IDEAS

1. expansion of slavery
2. Abolitionism
3. enslaved person resistance
4. Secessionism
5. economic policies
6. popular sovereignty

PEOPLE/ROLES

1. Stephen Douglas
2. Harriet Tubman
3. Harriet Beecher Stowe
4. Abraham Lincoln
5. James Buchanan
6. John Brown
7. Charles Sumner
8. Know Nothings
9. political parties

PLACES/INSTITUTIONS

1. Lawrence, Kansas
2. Harper's Ferry

3. Lecompton, Kansas
4. Washington, DC
5. South Carolina

EVENTS

1. Wilmot Proviso
2. Election of 1848
3. Compromise of 1850
4. Kansas-Nebraska Act
5. Dred Scott v. Sanford
6. Lincoln - Douglas Debates
7. Gadsden Purchase
8. Fugitive Slave Act
9. Bleeding Kansas
10. Civil War
11. Rise of Republican party
12. Establishment of the Confederate States of America

Social Studies	
Toward a More Perfect Union: 1861–1877	EIGHTH GRADE
SCRIPTURE	
<p><i>There is an appointed time for everything, and a time for every affair under the heavens. A time to give birth, and a time to die; a time to plant, and a time to uproot the plant. A time to kill, and a time to heal; a time to tear down, and a time to build. A time to weep, and a time to laugh; a time to mourn, and a time to dance. A time to scatter stones, and a time to gather them; a time to embrace, and a time to be far from embraces. A time to seek, and a time to lose; a time to keep, and a time to cast away. A time to rend, and a time to sew; a time to be</i></p>	

silent, and a time to speak. a time to love, and a time to hate; a time of war, and a time of peace. Ecclesiastes 3: 1-8

STANDARD

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman's March to the Sea. Students should also analyze the human meaning of the war, based on Catholic teachings, by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought about by Reconstruction are important for students to understand.

EXAMPLES

1. Find primary source examples about how Abraham Lincoln's views on slavery changed. I.E. Gettysburg Address or Emancipation Proclamation.
2. Create a map showing the strategy of the Union army, including the Anaconda plan.
3. Research and present battles of the Civil War, explaining why a battle was critical.

ESSENTIAL QUESTIONS

1. Was it inevitable that the union would win the Civil War? (Standard 1)
2. Who gets to be an American citizen? (Standard 2)
3. Is it ever okay to violate the Bill of Rights? (Standard 3)
4. How was life different for Americans after the Civil War? (Standard 4)
5. How did the geography of the American South impact how the war was fought? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Unionism
2. Reconstruction
3. Equality
4. Jim Crow
5. Total war

PEOPLE/ROLES

1. Abraham Lincoln
2. Robert E. Lee
3. U.S. Grant
4. Jefferson Davis

5. Mary Chestnut
6. Andrew Johnson
7. Exodusters
8. Radical Republicans
9. African American soldiers
10. Ku Klux Klan
11. Matthew Brady

PLACES/INSTITUTIONS

1. Fort Sumter
2. Gettysburg
3. Antietam
4. Atlanta
5. Richmond
6. Washington DC
7. Vicksburg
8. Appomattox
9. New York City

EVENTS

1. Civil War
2. Anaconda Plan
3. Emancipation Proclamation
4. draft riots
5. Gettysburg Address
6. Lincoln's Second Inaugural Address
7. 13th/14th/15th/ Amendments
8. Black codes
9. Election of 1876

Social Studies

The Rise of America: 1870s–1900

EIGHTH GRADE

SCRIPTURE

See, I have today set before you life and good, death and evil. If you obey the commandments of the LORD, your God, which I am giving you today, loving the LORD, your God, and walking in his ways, and keeping his commandments, statutes and ordinances, you will live and grow numerous, and the LORD, your God will bless you in the land you are entering to possess.
Deuteronomy 30:15-16

STANDARD

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

EXAMPLES

1. Case study of Plessy v. Ferguson and separate but equal doctrine, and tie it together with the Brown v. Board of Education.
2. How do events like the Chinese Exclusion Act, Jim Crow laws, Indian Removal Act conflict with the Catholic doctrine of social justice.

ESSENTIAL QUESTIONS

1. What would motivate Americans to settle the West? (Standard 1)
2. In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2)
3. Why would so many American Indians support the Ghost Dance? (Standard 3)
4. How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4)
5. Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Imperialism
2. Populism
3. Progressivism
4. Westward expansion
5. Growth of cities
6. Immigration
7. rise of big business
8. organized labor
9. Agribusiness

10. spoils system
11. Social Darwinism
12. Federal American Indian policy

PEOPLE/ROLES

1. William Jennings Bryan
2. Eugene Debs
3. Susan B. Anthony
4. robber barons/captains of industry
5. Thomas Nast
6. Boss Tweed
7. Buffalo Bill Cody
8. Red Cloud
9. George Custer
10. Fr. Michael J. McGivney
11. Samuel Gompers

PLACES/INSTITUTIONS

1. Cuba
2. Philippines
3. Wounded Knee
4. Ellis Island and Angel Island
5. Chicago
6. Settlement houses
7. Knights of Columbus

EVENTS

1. Spanish-American War
2. Indian Wars
3. Haymarket Tragedy
4. Sherman Anti-Trust Act
5. Chinese Exclusion Act
6. Dawes Act
7. Ghost Dance
8. Oklahoma Land Rush
9. Plessy v. Ferguson