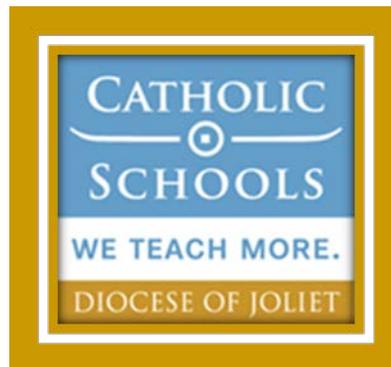# Diocese of Joliet:
Standards for Social Science:
Social Systems
Grades K-8

Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet

Basic principles which inform all Catholic education in the Schools of the Diocese of Joliet are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life, and culture and to form students as disciples of Jesus.

DIOCESE OF JOLIET

CATHOLIC SCHOOL
STANDARDS FOR SOCIAL SSCIENCE

Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.
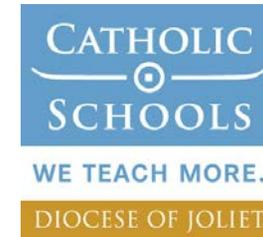   *Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*
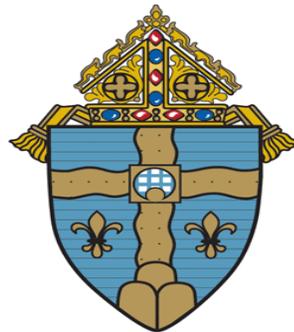
Affective Goals for Social Science, Social Systems:

Catholic Identity for Social Science
Students will use Social Science:

To understand how modern cultures have been shaped by the past; to develop an appreciation of world cultures through discovery of their contributions; to promote peace as citizens of a diverse global society.

A. To value the worth of different cultures within the United States by exploring contributions of music, art, literature, language, etc.

B. To define and explain the roles and interactions of individuals and groups as stewards in the Church and society so that students can respond to social situations with the appropriate attitude and a concern for the human dignity given to us by God.

C. To analyze the rights and responsibilities of human beings, specifically the promotion of peace among diverse people within the United States and throughout the world.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 18:   Understand social systems, with an emphasis on the United States.
Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

CATHOLIC IDENTITY
Goal 18:   *Understand religious aspects of social systems with an emphasis on the United States.*
Standard A: *Compare characteristics of religious culture as reflected in language, literature, the arts, traditions, and institutions.*

As a result of their schooling students will be able to…

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Recognize similarities and differences in people.	1. List cultural groups in your community (e.g., churches, clubs, YMCA). 2. Give examples of language, traditions, and artifacts that represent the community. 3. *Identify traditions and artifacts of the parish.*	1. Define culture. 2. Describe how communities within a culture are similar. 3. *Describe the culture of the Catholic Church.* 4. Identify cultural traits. 5. Identify symbols of local culture. 6. *Identify symbols of the Church.*	1. Define ethnicity. 2. Compare/contrast culture and ethnicity. 3. Identify cultures other than the student's own. 4. Explain the significance of cultural diversity of the United States; *articulate the results of religious diversity in the United States.* 5. Describe aspects of the community that reflect its cultural heritage and *religious heritage.*	1. Discuss cultural differences in various geographic regions in the United States. 2. *Discuss cultural differences in different religions.* 3. Explain the significance of knowing about more that one culture *or religion.* 4. Identify changes in cultural traits over time. 5. Describe how different cultures use technology to adapt to the environment. 6. Describe how changes in technology bring about changes in daily life. 7. Explain how a part of American culture (e.g., mode of dress, music, architecture) has changed over time. 8. Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.

GOAL 18:   Understand social systems, with an emphasis on the United States.
Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

CATHOLIC IDENTITY
Goal 18:   Understand religious aspects of social systems with an emphasis on the United States.
Standard A: Compare characteristics of religious culture as reflected in language, literature, the arts, traditions, and institutions.

As a result of their schooling students will be able to…

Grade 5	Grade 6	Grade 7	Grade 8
1. Describe how culture is shared through music, art, and literature throughout the world over time. 2. Describe how an artistic tradition has been changed by technology (e.g., photography, music). 3. Describe how social celebrations (parades, fairs) reinforce cultural values. 4. Compare the celebrations of holidays by cultures throughout the world. 5. Compare cultural differences/similarities with students from a different part of the United States. 6. *Describe the influence of the Catholic Church on art, music and literature*.	1. Compare/contrast two or more cultures in terms of expressions of those cultures. 2. Identify basic tenets of the major religions of the world. 3. Compare a culture with one's own through the use of written, auditory, or visual material. 4. Compare cultural differences /similarities from other parts of the world in terms of their language, literature, arts, *and religion*. 5. Give an example of ethnocentrism. 6. Describe culture shock.	1. Describe what is studied within the field of anthropology. 2. Describe how a culture is reflected in its art, music, and/or architecture and institutions. 3. Explain how technology and the media have impacted how culture is expressed within society. 4. Analyze examples of patterns within literature, art, music, and/or architecture being transmitted from place to place. 5. *Analyze how the Catholic Church has influenced literature, art, music, and architecture*.	1. Predict how technology/media will impact culture during the student's lifetime. 2. Analyze immigration patterns to see how American cultures have bee shaped. 3. Identify various cultures that have combined to create a larger, multicultural American society. 4. Define the concept of the global community. 5. *Explain the concept of religious tolerance*. 6. Draw conclusions about how the media creates and/or reinforces societal norms. 7. Evaluate the role of the humanities (e.g., literature, art, music, architecture) in culture.

GOAL 18: Understand social systems, with an emphasis on the United States.
Standard B: Understand the roles and interactions of individuals and groups in society.

CATHOLIC IDENTITY
Goal 18: Understand religious aspects of social systems with an emphasis on the United States.
Standard B: Understand the roles and interactions of individuals and groups in society and their role in the Church.

As a result of their schooling students will be able to…

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Understand that each of us belongs to a family and recognize that families vary. 2. *Tell about your Church family.*	1. List activities that groups do together on a regular basis. 2. *List things that the Church does to help others.* 3. Tell about the roles of family members. 4. Tell about the roles performed by people in the community. 5. *Describe the roles performed by people in the Church. Tell how these people help others.*	1. Define social group. 2. Explain how contact with others shapes peoples' lives. 3. Give examples of personality differences. 4. Tell about the role of families in the community *and in the Church*. 5. *Explain how contact with priests, deacons and other religious shape people's lives.*	1. Give examples of laws that people must follow. 2. *Compare laws to The Ten Commandments.* 3. List activities that are important to society (e.g., education, religion, entertainment). 4. Identify the major social institutions within a community (e.g., schools, churches). 5. Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals). 6. *Identify agencies within the Church that offer help or aid.*	1. Define social institution. 2. Differentiate between a primary source, a secondary source, and a reference source. 3. Compare different motivations for the behavior of an individual or group (e.g., peer pressure). 4. Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs). 5. Define norms and laws. 6. *Define morals and ethics.*

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 18: Understand social systems, with an emphasis on the United States.
Standard B: Understand the roles and interactions of individuals and groups in society.

CATHOLIC IDENTITY
Goal 18: Understand religious aspects of social systems with an emphasis on the United States.
Standard B: Understand the roles and interactions of individuals and groups in society and their role in the Church.

As a result of their schooling students will be able to…

Grade 5	Grade 6	Grade 7	Grade 8
1. Analyze how social institutions or groups meet the needs of people. 2. Explain how interactions of individuals and groups impact the local community. 3. Describe how national institutions affect individuals in the local community. 4. Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problems. 5. *Describe how our parish serves the needs of its members and the larger community*.	1. Compare/contrast the concepts of conformity and deviance. 2. Examine how the media portrays conformity and deviance. 3. Identify examples of how an individual internalizes group norms, socialized into the culture. 4. Compare formal and informal means of social control. 5. Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD). 6. *Investigate the work of the Catholic Charities and Catholic Relief. List the benefits to society*.	1. Define and describe what is studied within the field of sociology. 2. Define and describe what is studied within the field of psychology. 3. Identify examples of how social, political, and economic institutions work together; *give examples of how religious institutions work together*. 4. Analyze the reasons why social institutions change over time. 5. Identify how an individual may influence institutional or group behavior. 6. Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools). 7. *Outline the benefits of Catholic Schools on society*.	1. Describe how interaction among people brings about social change (e.g., natives and colonizers, Peace Corps volunteers). 2. *Describe how the work of Catholic missions change society*. 3. Explain how changing topics of self and groups (e.g., minorities, women, children, adolescents) have affected the roles of social institutions. 4. Explain how the changing concept of social institutions affects groups in society (e.g., minorities, women, children, adolescents). 5. Describe how such groups as social clubs, schools, churches influence the preservation and transmission of culture.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 18:   Understand social systems, with an emphasis on the United States.
Standard C: Understand how social systems form and develop over time.

CATHOLIC IDENTITY
Goal 18:   Understand religious aspects of social systems with an emphasis on the United States.
Standard C: Understand how religious/Church social systems form and develop over time.

As a result of their schooling students will be able to…

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	1. List social categories (e.g., father, cousin, employer, friend) to which people belong. 2. Identify the basic needs that individuals and groups acquire for survival. 3. *Identify the spiritual needs of individuals and groups.*	1. Provide examples of how individuals make choices that affect the group. 2. *Describe choices made by groups at school that help others.* 3. Give examples of group decisions that do not please every individual in the group.	1. Describe the concept of cooperation. 2. Describe the concept of conflict. 3. *Explain religious diversity.* 4. Describe how individuals work together to obtain food, clothing, and shelter; *incorporate the Corporal and Spiritual Works of Mercy.* 5. Define division of labor.	1. Give examples of how technology helps to transform a society; *explain the moral implications.* 2. Analyze images to describe group behavior. 3. Describe the function of support systems (e.g., family, youth group). 4. *List the ways the school and parish support others; incorporate the Corporal and Spiritual Works of Mercy.* 5. Distinguish between direct and indirect relationships.

GOAL 18: Understand social systems, with an emphasis on the United States.
Standard C: Understand how social systems form and develop over time.

CATHOLIC IDENTITY
Goal 18: *Understand religious aspects of social systems with an emphasis on the United States.*
Standard C: *Understand how religious/Church social systems form and develop over time.*

As a result of their schooling students will be able to…

Grade 5	Grade 6	Grade 7	Grade 8
1. Define belief system. 2. Describe ways school administrators, teachers, students, and parents can cooperate to address school issues. 3. Identify historically significant people who affected social life or institutions. 4. *Identify historically significant people in the Church who affected social life or institutions, e.g. Dorothy Day, Oscar Romero.* 5. *List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.*	1. Define subsistence strategy. 2. Differentiate among pre-industrial, industrial, and postindustrial societies. 3. Describe how the change from hunter-gatherer to settled society affected social roles. 4. Explain how changes in the mode of production in a society affect educational, governmental, *religious*, and economic institutions. 5. *List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.* 6. *Outline how the social justice work of the Catholic Church has changed over time.*	1. Define the concept of diversity. 2. Assess the impact that commonly held beliefs have had on social groups in the United States over time. 3. Describe the contributions of significant individuals and groups to the common belief system of the United States. 4. Describe how citizens and government can cooperate or have cooperated to solve an important social problem. 5. Predict what social problems will become more pressing in the future. 6. *Predict what social problems will become more pressing today and in the future and how they relate to the creation of all human beings and the equal love God has for them.* 7. *List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.*	1. Explain how diverse groups have enriched United States culture *and Catholic Church culture*. 2. Analyze how the ideals of the Founders have influenced the development of multicultural society in the United States. 3. Explain the impact of prejudice on the operation of United States social, political, and economic institutions over time. 4. Define cultural exchange and provide examples of cultural exchange between two groups. 5. *Analyze how the ideals of Jesus have influenced society*. 6. *List the ways they can help others; incorporate the Corporal and Spiritual Works of Mercy.*