SOCIAL STUDIES CURRICULUM GUIDELINES

Diocese of Rockford
2000
Acknowledgements

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   Belvidere, IL

We gratefully acknowledge the work of the principals and teachers throughout the Diocese in cooperation with the Social Studies Committee.

Identification of Coding

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<th>Introduction</th>
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<tr>
<td>I</td>
<td>Students are engaged in initial presentation of basic concepts and/or facts.</td>
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<tr>
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<th>Development</th>
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<tr>
<td>D</td>
<td>Students recall and expand upon concepts and/or facts as presented at various levels.</td>
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<tr>
<th></th>
<th>Mastery</th>
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<tr>
<td>M</td>
<td>Students understand and apply concepts and facts.</td>
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<th></th>
<th>Maintenance</th>
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<tr>
<td>m</td>
<td>Students recall, apply, and understand concepts and/or facts with minimal re-teaching.</td>
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August 2000

Dear Principals,

Please find enclosed your copy of the revised Social Studies Curriculum. This curriculum is the product of a two-year process involving our principals and teachers throughout the Diocese. It is intended that this curriculum be implemented during the 2000-2001 school year. Please take the time to familiarize yourself with its contents and then provide planning time for your faculty so they will be comfortable putting it into practice.

I am enclosing a recommendation for the distribution of the Social Studies Curriculum and a memo to the teachers that the committee requests be attached to each set of curriculum materials. The committee’s hope is that the development of this curriculum will call forth excellence from both teachers and students.

There will be Social Studies Curriculum Committee presentations offered at the Educational Leaders’ Day, October 2, and at the Elementary Institute on October 6. We encourage your Social Studies teachers to attend one of the sessions at the Elementary Institute. Additional in-service sessions may be requested for Area Principals’ Meetings, if such an arrangement would be helpful.

I look forward to joining with you in our common ministry of furthering Catholic education as we advance our knowledge and understanding of Social Studies in the 21st century.

Sincerely,

Sister Eileen Sullivan, OP
Assistant Superintendent of Schools
Recommendations for the Distribution of the Social Studies Curriculum

The entire K-8 curriculum needs to be easily accessible for all faculty members. It is recommended that you provide a copy of the following pages:

1. The Mission Statement
2. Recommendations for Social Studies Instruction
3. Identification of Coding
4. The general themes of study for each grade level, page I
5. The goals and objectives for the entire curriculum, pages iii-xx
6. The course outline for the specific grade level(s) for each teacher

For more effective integration into the curriculum, you may wish to provide other course outlines for the teachers; i.e., the grades before and after, all primary, intermediate, or junior high course outlines.

The memo to teachers from the Social Studies Committee should accompany each set of curriculum materials.
## History

Goal #1 – Be able to apply the skills of historical analysis and interpretation.

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<td>a. Differentiate time frame among past, present, and future.</td>
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<td>b. Explore how people in different times and places viewed the world.</td>
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<td>c. Ask historical questions and seek answers by collecting and analyzing data from historical sources.</td>
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<tr>
<td>d. Identify differences between historical fact and interpretation.</td>
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<td>D</td>
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August 2000
## History

Goal #1 continued -

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<tr>
<td>e. Make inferences about historical events using sources.</td>
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<tr>
<td>f. Compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented.</td>
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<td>D</td>
<td>D</td>
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<tr>
<td>g. Analyze and report historical events to determine cause and effect relationships.</td>
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<td>D</td>
<td>D</td>
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<tr>
<td>h. Describe how historians use models for organizing historical interpretation.</td>
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<td>D</td>
<td>D</td>
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August 2000
# History

Goal #2 – Be able to understand the development of significant leaders, events, and factors in Illinois history from the Native Americans through modern times.

## Objectives

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<th>8</th>
<th>notes</th>
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</thead>
<tbody>
<tr>
<td>a. Describe the early Native American cultures in Illinois.</td>
<td>I</td>
<td>D/M</td>
<td>m</td>
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<tr>
<td>b. Describe the influences of key figures and groups in the history of Illinois.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>c. Identify environmental factors that drew and influenced settlers to Illinois.</td>
<td>I</td>
<td>D</td>
<td>M</td>
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<tr>
<td>d. Describe the factors that influence the development of transportation and trade in Illinois.</td>
<td>I</td>
<td>D/M</td>
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I – Introduce  D – Develop  M – Master  m – maintain

August 2000
History
Goal #3 – Be able to understand the development of significant leaders, events, and factors in world history.

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<th>notes</th>
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<tbody>
<tr>
<td>Students will be able to . . .</td>
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<td>I/D</td>
<td>M</td>
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<tr>
<td>a. Become acquainted with important figures and groups of this historical period.</td>
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<td>I/D</td>
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<tr>
<td>b. Identify the origins and analyze consequences of events that have shaped world history.</td>
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<td></td>
<td>I/D</td>
<td>M</td>
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I – Introduce    D – Develop    M – Master    m – maintain
**History**

Goal #4 – Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

<table>
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<tr>
<th>Objectives</th>
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<th>notes</th>
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<tbody>
<tr>
<td>Students will be able to . . .</td>
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<td>I/D</td>
<td>D</td>
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<td>D</td>
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<tr>
<td>a. Describe early Native American cultures in the U.S.</td>
<td></td>
<td>I</td>
<td>I/D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>b. Explain the contributions of key individuals in U.S. history.</td>
<td></td>
<td>I</td>
<td>I/D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>c. Explain the contributions of significant groups of people in U.S. history.</td>
<td></td>
<td>I</td>
<td>I/D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>d. Describe the significant factors that shaped colonization and immigration in the U.S.</td>
<td></td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
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I – Introduce      D – Develop          M  - Master       m – maintain

August 2000
## History

Goal #4 continued –

### Objectives

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<th>notes</th>
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<tbody>
<tr>
<td>e. Trace patterns of migration and describe their impact on the U.S.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>f. Identify and discuss significant factors which led to wars involving the U.S. and their consequences.</td>
<td>I/D</td>
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<tr>
<td>g. Describe how industrialization affected the social and economic structures of Americans.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>h. Describe how scientific and technological inventions shaped the lives of Americans.</td>
<td>I</td>
<td>D</td>
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I – Introduce  D – Develop  M – Master  m – maintain

August 2000
## History
Goal #4 continued –

### Objectives

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<th>notes</th>
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<tbody>
<tr>
<td>i. Explain the development of values, traditions, and customs in the U.S.</td>
<td>I</td>
<td>I/D</td>
<td>D</td>
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<td>j. Discuss how the U.S. became a world power.</td>
<td>I</td>
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August 2000
History
Goal #5 – Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

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<td>a. Explain the contributions of key individuals.</td>
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<td>I/D</td>
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<td>D</td>
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<tr>
<td>b. Explain the contributions of significant groups of people.</td>
<td>I/D</td>
<td>D</td>
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<tr>
<td>c. Describe the causes and effects of modern immigration.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>d. Identify and discuss significant factors which led to wars/conflicts involving the U.S. and their consequences.</td>
<td>I</td>
<td>D</td>
<td>D</td>
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August 2000
History
Goal #5 continued —

Objectives

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<tr>
<td>e. Describe how scientific and technological advances influence the lives of Americans.</td>
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<tr>
<td>f. Explain the development of values, traditions, and customs in the U.S.</td>
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<td>I/D</td>
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<td>g. Describe the development of the roles of the family at work and in the community.</td>
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I – Introduce     D – Develop     M - Master     m – maintain

August 2000
### Government

**Goal #1** – Be able to understand and explain basic principles of democratic government (e.g., rule of law, legitimate authority, limited government, common good, representative government, individual rights, separation of church and state).

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<tr>
<td>a. Know the basic rights and responsibilities of a Christian citizen.</td>
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<td>b. Understand key documents and symbols of government and the Church.</td>
<td>I</td>
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<td>c. Understand the role and sources of authority of legitimate secular and religious leaders.</td>
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<td>I/D</td>
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I – Introduce    D – Develop    M – Master    m – maintain

*August 2000*
## Government

Goal #2 – Students will be able to understand and explain the structure and functions of the political systems of Illinois and the United States.

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<td>Students will be able to . . .</td>
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<tr>
<td>a. Know the structure and functions of the three branches of government (legislative, executive, &amp; judicial).</td>
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<td>I N/A N/A D M</td>
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<tr>
<td>b. Know the functions of the three levels of government (local, state, and national).</td>
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I – Introduce  D – Develop  M – Master  m – maintain

August 2000
**Geography**  
Goal #1 – Understand U.S. and world geography and their effects on society

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<td>a. Demonstrate basic skills required to study geography.</td>
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<td>b. Locate, describe, and explain places, regions, and features on the earth.</td>
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<td>c. Explain characteristics and interactions on the Earth’s physical system.</td>
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<td>d. Understand relationships between geographic factors and society.</td>
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I – Introduce    D – Develop    M - Master    m – maintain
Economics

Goal #1 – Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections 2401-2449 of the Catechism of the Catholic Church.

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a. Understand and identify limits of proper & ethical methods within the corporate environment. "I  D  D  D"

b. Understand that occupations are vocations designed by God for service to God & humankind. "I  I/D  D  D  D  M  m  m"

c. Know that those involved in business have an obligation to the common good, not simply to the increase of profits. "I  D  D  D  D  D  M"
### Economics
Goal #1 continued -

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<tr>
<td>d. Recognize that nations have a responsibility to create systems and mobilize their resources toward objectives of moral, ethical, cultural, and economic development.</td>
<td>I</td>
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<td>e. Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.</td>
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I – Introduce    D – Develop    M – Master    m – maintain

August 2000
**Economics**

Goal #2 – Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and services.

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<tr>
<td>a. Describe different economic systems-advantages and disadvantages.</td>
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<td>b. Describe the relationship between wages and productivity, wages and career choices, and wages and educational choices.</td>
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<td>c. Describe unemployment and underemployment and their causes.</td>
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<td>d. Describe role of trade in a nation’s economy.</td>
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I – Introduce     D – Develop     M – Master  m – maintain
August 2000
## Economics

Goal #3 – Be able to understand that scarcity requires choices by consumers and producers.

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<td>a. Explain why producers and consumers must make economic choices.</td>
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<td>b. Identify factors which producers and consumers consider when making choices.</td>
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<td>c. Describe the relationship between price and the supply of and demand for goods and services.</td>
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I – Introduce  D – Develop  M - Master  m – maintain

August 2000
Economics
Goal #4 – Be able to understand the impact of government policies and decisions on the economy.

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I – Introduce
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M - Master
m – maintain

August 2000
**Sociology**

Goal #1 – Understand U.S. and world social systems.

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<td>a. Compare characteristics of cultural diversity.</td>
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<td>b. Understand individual development and identity in society.</td>
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<td>c. Understand how social systems form and develop over time.</td>
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I – Introduce   D – Develop   M – Master   m – maintain

August 2000
History Course Outlines

KINDERGARTEN

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
   Differentiate time frame among past, present, and future.
   
   A. Explore the concept of past time using religious and civic calendar events (i.e., Bible stories, saints, holidays, etc.).
   B. Explore the concept of present time by discussing current events (i.e., family, school/parish, local and global community, calendar, etc.).
   C. Explore the concept of future time by discussing upcoming events (i.e., family, school/parish, local and global community, calendar, etc.).

Goal #2 is not applicable at this level.

Goal #3 is not applicable at this level.
History Course Outline

KINDERGARTEN

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

I. OBJECTIVE A
Describe early Native American cultures in the U.S.

A. Define Native American.
B. Explore the relationship between the Native Americans and Pilgrims.

II. OBJECTIVE B
Explain the contributions of key individuals in U.S. history.

A. Discuss the lives of the following:
   Christopher Columbus
   George Washington
   Betsy Ross
   Johnny Appleseed
   Abraham Lincoln
B. Identify the holidays associated with significant American leaders.

III. OBJECTIVE C
Explain the contributions of significant groups of people in U.S. history.

A. Explore the influences of the pioneers and settlers.
B. Recognize the importance of Veteran’s Day.

IV-VIII. OBJECTIVE D, E, F, G, H
These objectives are not applicable at this level.

IX. OBJECTIVE I
Explain the development of values, traditions, and customs in the U.S.

A. Define nationality.
B. Explore family customs and traditions.

X. OBJECTIVE J
This objective is not applicable at this level.
History Course Outline

KINDERGARTEN

Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A
Explain the contributions of key individuals.

A. Discuss the lives of the following:
   Pope (current)
   Mother Teresa of Calcutta
   U.S. President
   Martin Luther King, Jr.
B. Identify holidays associated with significant leaders from 1946 to the present.

II-IV. OBJECTIVES B, C, D
These objectives are not applicable at this level.

V. OBJECTIVE E
Describe how scientific and technological advances influence the lives of Americans.

A. Identify television, computers, multimedia communications, etc. as part of our culture.
B. Observe the advances in sciences (i.e., space program, medicines, etc.).

VI. OBJECTIVE F
Explain the development of values, traditions, and customs in the U.S.

A. Define nationality.
B. Explore family customs and traditions.

VII. OBJECTIVE G
Describe the development of the roles of the family at work and in the community.

A. Recognize the responsibilities of family members (i.e., food, clothing, shelter, caregiver, love, etc.).
B. Discuss community helpers.
C. Explore various occupations available for men and women in the community.
Government Course Outlines

KINDERGARTEN

Goal #1 - Be able to understand and explain the basic principles of democratic government.

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. A citizen has the right to be loved and respected and to love and respect others.
B. A citizen has the right to make choices.
   1. Some choices are good, positive, Christlike.
   2. Some choices are not good and will have negative consequences.
C. As citizens we know that rules are necessary for order and fairness as well as for health and safety.
   1. We recognize the need for and importance of rules in school.
   2. We recognize consequences for not following school rules.
D. As citizens, we have rights and responsibilities as members of families.
   1. We need to love our families.
   2. We show that love through service to one another.
   3. Each family is unique.
E. As Christian citizens, we have rights and responsibilities as members of our parish community.
   1. We love God and the Catholic Church.
   2. All Catholic Christians have responsibilities to the Church and her members--stewardship.

II. OBJECTIVE B
Understand key documents and symbols of government and the Church.

A. Recognize the American flag as the flag and symbol of the U.S.A.
B. Know and recite the Pledge of Allegiance.
C. Recognize that Flag Day is a holiday celebrated in honor of the resolution to create a flag of the newly founded U.S.
D. Recognize that Independence Day is a holiday Americans celebrate to honor our nation's "birth."
E. Sing traditional patriotic songs such as "America," "America the Beautiful," "This Land is Your Land," and "The National Anthem."
F. Recognize the Papal Flag as the symbol of the Roman Catholic Church.
H. Recognize sacramentals as sacred signs of the Church (CCC 1667-1679) (i.e., crucifix, rosary, statues, holy water, etc.).
III. OBJECTIVE C
Understand the role and sources of authority of legitimate secular and religious leaders.

A. Recognize the role of parents as one of legitimate authority.
B. Recognize the roles of teachers, principals, and other school leaders as ones of legitimate authority.
C. Recognize the roles of parish leaders as ones of legitimate authority (i.e., pastor, etc.).
D. Recognize the roles of local, national, and international leaders as ones of legitimate authority (i.e., pope, bishop, president, mayor, etc.).

Goal #2 is not applicable at this level.
Geography Course Outline

KINDERGARTEN

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Recognize that maps help people find their way and learn about places.
B. Realize that items on a map or scale model reflect actual places on a smaller scale.
C. Introduce the concept of symbols on a map.
D. Introduce the four directions: North, South, East, and West.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Introduce the following landforms: hills and mountains.
B. Introduce the following bodies of water: lakes, rivers, and oceans.
C. Recognize the shape of the State of Illinois.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Introduce the concept of natural resources.
B. Discover ways in which children can help care for our valuable natural resources.
C. Introduce the concept of weather and how it affects people.
Economics Course Outline

KINDERGARTEN

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised in accordance with sections #2401-#2449 of the *Catechism of the Catholic Church*.

I. OBJECTIVE A
   This objective is not applicable at this level.

II. OBJECTIVE B
   Understand that occupations are vocations designed by God for service to God and Humankind.
   
   A. Define occupation.
   B. Define vocation.
   C. Identify ways that people serve God through their chosen occupations (not only religious vocations).
   D. Identify ways in which occupations help others.

III. OBJECTIVE C
   This objective is not applicable at this level.

IV. OBJECTIVE D
   This objective is not applicable at this level.

V. OBJECTIVE E
   Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.
   
   A. Introduce the concept/awareness that some people/places do not have the money and resources they need.
   B. Introduce/define the word “justice.”
   C. Introduce participation in service projects to help alleviate the above identified need.

*Goal #2 is not applicable at this level.*
Economic Course Outline

KINDERGARTEN

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVES A
   This objective is not applicable at this level.

II. OBJECTIVE B
   Identify factors which producers and consumers consider when making choices (i.e., price, limited resources, incentives, competition, risk, comparative advantage, Catholic ethics, etc.).
   
   A. Introduce the concept of choice.
   B. Identify the difference between “need” and “want.”
   C. Introduce the concepts of buying and selling; perhaps using a mock store within the classroom.
   D. Recognize that economic choices are made based on needs, wants, and available resources (money).

III. OBJECTIVE C
   This objective is not applicable at this level.

Goal #4 is not applicable at this level.
Sociology Course Outlines

KINDERGARTEN

Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
   Compare characteristics of cultural diversity.
   A. Recognize that every family is unique. (Include the Holy Family in your study.)
   B. Introduce and compare ways that families are alike and different.
      1. Explore different world cultures. (Be sure to include at least Mexico, China, Africa. Feel free to include others if you wish.)
      2. Explore ethnic diversity within your classroom (i.e., student of the week).

II. OBJECTIVE B
   Understand individual development and identity in society.
   A. Each student is special and unique.
   B. Each student has gifts and talents.
   C. Each student has feelings.
   D. Each student has rights and responsibilities.
   E. Identify the meaning and value of doing things alone and together (i.e., brushing teeth, drawing a picture, dinner with family, playing a game with classmates).

III. OBJECTIVE C
   This objective is not applicable at this level.

IV. OBJECTIVE D
   Understand how groups and institutions meet individual and societal needs.
   A. Identify the meaning of needs (i.e., food, clothing, shelter and love).
   B. Identify the meaning of wants (i.e., television, ice cream cone, toy car, and basketball).
   C. Explore how home, school, and church meet student needs.
   D. Participate in various service activities to others.
   E. Introduce the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outline

GRADE 1

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present, and future.

A. Explore the concept of past time using religious and civic calendar events (i.e., Bible stories, saints, holidays, etc.).
B. Explore the concept of present time by discussing current events (i.e., family, school/parish, local, and global community calendar, etc.).
C. Explore the concept of future time by discussing upcoming events (i.e., family, school/parish, local, and global community calendar, etc.).

II. OBJECTIVE B
Explore how people in different times and places viewed the world.

A. Identify how people lived during the time of Christ (i.e., community structure, occupations, religious practices, recreation, etc.).
B. Identify how people lived during the time of the Colonists (i.e., community structure, occupations, religious practices, recreation, etc.).
C. Identify how previous generations lived (grandparents, older friends or neighbors) using interviews, visits, correspondences, etc.

Goal #2 is not applicable at this level.

Goal #3 is not applicable at this level.
History Course Outline

GRADE 1

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

I. OBJECTIVE A
Describe early Native American cultures in the U.S.

A. Define Native American.
B. Explore the relationship between the Native Americans and Pilgrims.

II. OBJECTIVE B
Explain the contributions of key individuals in U.S. history.

A. Discuss the lives of the following:
   - Christopher Columbus
   - George Washington
   - Betsy Ross
   - Johnny Appleseed
   - Abraham Lincoln
B. Identify the holidays associated with significant American leaders.

III. OBJECTIVE C
Explain the contributions of significant groups of people in U.S. history.

A. Explore the influences of the pioneers and settlers.
B. Recognize the importance of Veteran’s Day.

IV-VIII. OBJECTIVE D, E, F, G, H
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IX. OBJECTIVE I
Explain the development of values, traditions, and customs in the U.S.

A. Define nationality.
B. Explore family customs and traditions.

X. OBJECTIVE J
This objective is not applicable at this level.
History Course Outline

GRADE 1

Goal #5 – Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A
   Explain the contributions of key individuals.
   A. Discuss the lives of the following:
      Pope (current)
      Mother Teresa of Calcutta
      U.S. President
      Martin Luther King, Jr.
   B. Identify holidays associated with significant leaders from 1946 to the present.

II-IV. OBJECTIVES B, C, D
   These objectives are not applicable at this level.

V. OBJECTIVE E
   Describe how scientific and technological advances influence the lives of Americans.
   A. Identify television, computers, multimedia communications, etc. as part of our culture.
   B. Observe the advances in sciences (i.e., space program, medicines, etc.).

VI. OBJECTIVE F
   Explain the development of values, traditions, and customs in the U.S.
   A. Define "nationality."
   B. Explore family customs and traditions.

VII. OBJECTIVE G
   Describe the development of the roles of the family at work and in the community.
   A. Recognize the responsibilities of family members (i.e., food, clothing, shelter, caregiver, love, etc.).
   B. Discuss community helpers.
   C. Explore various occupations available for men and women in the community.
Government Course Outline

GRADE 1

Goal #1 - Be able to understand and explain the basic principles of democratic government.

I. OBJECTIVE A
Develop the concept of the basic rights and responsibilities of a Christian citizen.

A. Identify: culture, community, and citizen.
B. Recognize that belonging to groups is a part of our culture (i.e. families, parish, scouts, sport teams, etc.).
C. Recognize that cultural diversity is to be celebrated and respected within our families and culture.
D. Realize that as Christian citizens, we have a responsibility to be good stewards of our earth.
E. Recognize that voting is a way that groups make choices that affect families, schools, communities, and/or the whole country.
F. Recognize that rules and laws, both secular and religious, help people get along.

II. OBJECTIVE B
Understand key documents and symbols of government and the Church.

A. Recognize the Statue of Liberty, Liberty Bell, Capitol Building, Bald Eagle, and White House as symbols of the U.S.
B. Recognize that celebration of special days is a symbolic gesture that Americans make and correlate these days to their place on the calendar.
   1. Review Independence Day
   2. Introduce Columbus Day
   3. Introduce Martin Luther King, Jr. Day
   4. Introduce Presidents’ Day
C. Continue to recite the Pledge of Allegiance daily.
D. Continue to incorporate patriotic songs.
E. Recognize the Papal Flag as the symbol of the Roman Catholic Church.
G. Recognize sacramentals as sacred signs of the Church (CCC 1667-1679) (i.e., crucifix, rosary, statues, holy water, etc.).

III. OBJECTIVE C
Develop knowledge of the role and sources of authority of legitimate secular and religious leaders.

A. Discuss the role of Church leaders (i.e., pope, bishop, pastor).
B. Recognize the legitimate authority and roles of past presidents and leaders named in OBJECTIVE B.
Geography Course Outline

GRADE 1

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Recognize that maps help people find their way and learn about places.
B. Realize that items on a map or scale model reflect actual places on a smaller scale.
C. Develop the concept of symbols on a map.
D. Develop the four directions: North, South, East, and West.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Introduce plains as a landform.
B. Develop the following landforms: hills and mountains.
C. Develop the following bodies of water: lakes, rivers, and oceans.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Develop the concept of natural resources.
B. Discover and encourage ways in which children can help care for our natural resources.
C. Develop the concept of weather and how it affects people.
Economics Course Outline

GRADE 1

Goal #1 - Be able to understand and explain that premises of economic activity and Social justice are to be exercised in accordance with sections #2401-#2449 of The Catechism of the Catholic Church.

I. OBJECTIVE A
This objective is not applicable at this level.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and Humankind.

A. Define “occupation.”
B. Define “vocation.”
C. Identify ways that peoples serve God through their chosen occupations (not only religious vocations).
D. Identify ways in which occupations help others.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
This objective is not applicable at this level.

V. OBJECTIVE E
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Introduce the concept/awareness that some people/places do not have the money and resources they need.
B. Introduce/define the word “justice.”
C. Introduce participation in service projects to help alleviate the above identified need.

Goal #2 is not applicable at this level.
Economic Course Outline

GRADE 1

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
   This objective is not applicable at this level.

II. OBJECTIVE B
   Identify factors which producers and consumers consider when making choices (i.e., price, limited resources, incentives, competition, risk, comparative advantage, Catholic ethics, etc.).

   A. Introduce the concept of choice.
   B. Identify the difference between “need” and “want.”
   C. Introduce the concepts of buying and selling; perhaps using a mock store within the classroom.
   D. Recognize that economic choices are made based on needs, wants, and available resources (money).

III. OBJECTIVE C
   This objective is not applicable at this level.

Goal #4 is not applicable at this level.
Sociology Course Outlines

GRADE 1

Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
Compare characteristics of cultural diversity.

A. Listen to and appreciate different views (for example: conflict resolution).
B. Describe ways in which stories, folk tales, music, and art serve as expressions of culture.
C. Review OBJECTIVE A from Kindergarten Course Outline.

II. OBJECTIVE B
Understand individual development and identity in society.

A. Each student is part of a family.
B. Each student is part of a church.
C. Each student is part of a school.
D. Explore other groups of which children are a part.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand how groups and institutions meet individual and societal needs.

A. Recognize that belonging to groups is a part of our culture (i.e., scouts, church, sport teams).
B. Participate in groups to solve problems, make decisions, and communicate effectively.
C. Review OBJECTIVE D in Kindergarten Course Outline.
D. Participate in various service activities to others.
E. Introduce the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outlines
GRADE 2

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. **OBJECTIVE A**
    Differentiate time frame among past, present, and future.
    
    A. Reinforce the concept of the past using time lines, charts, and graphs.
    B. Reinforce the concept of the present by discussion of current events using available resources (i.e., newspapers, TV news, internet, speakers, etc.).
    C. Reinforce the concept of the future by using predictions in classroom discussions (i.e., what would life be like in 10 years, new inventions, new technology, etc.).

II. **OBJECTIVE B**
    Explore how people in different times and places viewed the world.
    
    A. Continue to identify how people lived during the time of Christ (i.e., community structure, occupations, religious practices, recreation, etc.)
    B. Continue to identify how people lived during the time of the Colonists (i.e., community structure, occupations, religious practices, recreation, etc.).
    C. Continue to identify how previous generations lived (grandparents, older friends, or neighbors) using interviews, visits, correspondences, etc.
History Course Outline

GRADE 2

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois History from the Native Americans through modern times.

I-II. OBJECTIVE A, B
These objectives are not applicable at this level.

III. OBJECTIVE C
Identify environmental factors that drew and influenced settlers to Illinois.

A. Recognize that rivers and waterways were used as a form of transportation.
B. Understand that the land was suitable for agriculture.
C. Realize the importance of available natural resources.

IV. OBJECTIVE D
This objective is not applicable at this level.

Goal #3 is not applicable at this level.
History Course Outline

GRADE 2

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

I. OBJECTIVE A
Describe early Native American cultures in the U.S.

   A. Name at least 3 Native American groups indigenous to your area.
   B. Explore the relationship between the Native Americans and the early settlers.

II. OBJECTIVE B
Explain the contributions of key individuals in U.S. history.

   A. Discuss the lives of the following:
      Christopher Columbus
      George Washington
      Betsy Ross
      Johnny Appleseed
      Abraham Lincoln
   B. Identify the holidays associated with significant American leaders.

III. OBJECTIVE C
Explain the contributions of significant groups of people in U.S. history.

   A. Explore the influences of the pioneers and settlers.
   B. Recognize the importance of Veterans Day.

IV-VIII. OBJECTIVE D, E, F, G, H
These objectives are not applicable at this level.

IX. OBJECTIVE I
Explain the development of values, traditions, and customs in the U.S.

   A. Define “nationality.”
   B. Explore family customs and traditions.

X. OBJECTIVE J
This objective is not applicable at this level.
History Course Outline

GRADE 2

Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A
   Explain the contributions of key individuals.
   A. Discuss the lives of the following:
      Pope
      Mother Teresa of Calcutta
      U.S. President
      Martin Luther King Jr.
   B. Identify holidays associated with significant leaders from 1946 to the present.

II-IV. OBJECTIVES B, C, D
   These objectives are not applicable at this level.

V. OBJECTIVE E
   Describe how scientific and technological advances influence the lives of Americans.
   A. Identify television, computers, multimedia communications, etc., as part of our culture.
   B. Observe the advances in sciences (i.e., space program, medicines, etc.).
   C. Explore ecological awareness (i.e., Earth Day, Arbor Day, etc.).

VI. OBJECTIVE F
   Explain the development of values, traditions, and customs in the U.S.
   A. Define “holiday.”
   B. Recognize holidays celebrated in Catholic tradition.
   C. Explore holidays from other cultures (i.e., Hanukkah, Kwanzaa, Chinese New Year, May Day etc.).

VII. OBJECTIVE G
   Describe the development of the roles of the family at work and in the community.
   A. Continue to recognize the responsibilities of family members (i.e., food, clothing, shelter, caregiver, love, etc.).
   B. Continue to discuss community helpers, services, and goods.
   C. Continue to explore various occupations available for men and women in the community.
Government Course Outline

GRADE 2

Goal #1- Be able to understand and explain the basic principles of democratic government.

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. A Christian citizen has the right and responsibility to help solve problems.
   1. City Council
   2. Parish Council
   3. Student Council
   4. Parent Organizations at School
B. A Christian citizen has a responsibility to evaluate the qualities, qualifications, and values of leaders.
C. A Christian citizen has a responsibility to take a stand for his/her values.
   1. Petitioning/approaching governing bodies to promote change.
   2. Writing letters.
   3. Explore voting methods (i.e., show of hands, tally, secret ballot, and voting machine).

II. OBJECTIVE B
Understand key documents and symbols of government and the church.

A. Recognize that our country’s government is based on a constitution.
B. Be aware that changes have been and can be made to our U.S. Constitution.
C. Identify Washington, D.C. as the capital of the U.S.
D. Understand the symbolism of the flag of the U.S.
   1. What stars represent
   2. What stripes represent
   3. Continue to recite the Pledge of Allegiance in the classroom daily.
E. Recognize that every country has its own flag and that the flag is a symbol for that nation.
F. Identify different historical and natural landmarks and recognize their significance or symbolic value (including, but not limited to):
   1. Grand Canyon
   2. Golden Gate Bridge
   3. Alamo
   4. St. Louis Arch
   5. Statue of Liberty
   6. Mt. Rushmore
G. Explore the following holidays (including, but not limited to):
   1. Christmas
   2. Arbor Day
   3. Mother’s Day
   4. Father’s Day
   5. Labor Day
   6. Thanksgiving
   7. Memorial Day
   8. Veterans Day

III. OBJECTIVE C
Understand the role and sources of authority of legitimate secular and religious leaders.

A. Identify Americans who fought for the rights of others (including, but not limited to):
   1. Susan B. Anthony (women’s right to vote)
   2. Rosa Parks
   3. Martin Luther King, Jr.
   4. Abraham Lincoln
   5. George Washington
   6. Harriet Tubman

B. Identify people who stood up for their belief in God (including, but not limited to):
   1. Mother Teresa of Calcutta
   2. Cardinal Bernadin

C. Identify the duties of the President and Congress.
   1. President - to enforce the laws
   2. Congress - to make the laws.

Goal #2 is not applicable at this level.
Geography Course Outline

GRADE 2

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Introduce students to a compass rose which shows direction on a map.
B. Review reasons people would use a map.
C. Introduce students to a landform map; recognize that this type of map tells us about specific characteristics of the land.
D. Introduce students to the term “route” when using a street map.
E. Introduce students to maps that use grids; compare and contrast maps with grids to maps without grids.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Introduce the concept that the world is comprised of continents, oceans, and countries.
B. Identify, using a world map or globe, different continents and oceans noting their relationship to one another; reviewing the directions introduced in Kindergarten – North, South, East, and West (i.e., Europe is north of Africa, etc.).
C. Introduce the seven continents.
D. Review the definition/purpose of rivers, lakes, and oceans.
E. Review the definitions of plains, mountains, and hills.
F. Introduce valleys, islands, and peninsulas.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Review the concept of natural resources.
B. Make predictions regarding the misuse or destruction of natural resources. (i.e., What will happen if people cut down trees and do not plant new ones?)
C. Introduce the way geography affects our community and the work our parents do (i.e., farm communities, urban communities, suburban communities, etc.).
Economic Course Outline

GRADE 2

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised in accordance with sections #2401-24449 of The Catechism of the Catholic Church.

I. OBJECTIVE A
   This objective is not applicable at this level.

II. OBJECTIVE B
   Understand that occupations are vocations designed by God for service to God and Humankind.
   
   A. Develop the concept that, "Work honors God's gifts and the talents received from Him," CCC #2427
   B. Develop the concept that everyone has the right and responsibility to identify and make use of his/her talents for the benefit of all. CCC #2429
   C. Recognize that when we identify our gifts/talents and use them for the good of ourselves and others, this is pleasing to God.

III. OBJECTIVE C
   Know that those involved in business have an obligation to the common good, not simply to the increase for profits.
   
   A. Introduce the concept that those who own and operate businesses have an obligation to consider what is good for society--not just what will make them more money. CCC #2432
   B. Introduce the concept that employees also have a responsibility to be honest, fair, and working for the good of all.

IV. OBJECTIVE D
   This objective is not applicable at this level.

V. OBJECTIVE E
   Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.
   
   A. Review the concept/awareness that some people/places do not have the money and resources they need.
   B. Explore reasons that God would want us to help others less fortunate than ourselves; including the facts that this is just and pleasing to Him.
   C. Continue participation in service projects to help alleviate the above identified need.

Goal #2 is not applicable at this level.
Economics Course Outline

GRADE 2

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
Explain why producers and consumers must make economic choices.

A. Review needs and wants.
B. Introduce the word “consumer.”
C. Explore factory work and the process that occurs to get a product to a consumer.

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. Develop the concepts of earning, spending, saving, and tithing money.
B. Develop the concept of “moral decision making.”

III. OBJECTIVE C
Describe the relationship between price and the supply of and demand for goods and services.

A. Explore the relationship between cost and production. (i.e., Cars are expensive. Why? Why is one product more expensive than another?)
B. Introduce the concepts of supply and demand.

Goal #4 is not applicable at this level.
Sociology Course Outlines

GRADE 2

Goal #1 - Understand U.S. and World Social Systems

I. OBJECTIVE A
   Compare characteristics of cultural diversity.
   A. Describe family origins (i.e., family tree).
   B. Explore family customs and traditions.

II. OBJECTIVE B
   Understand individual development and identity in society.
   A. Each student has rights and responsibilities at home (i.e., chores, obeying parents, babysitting, etc.).
   B. Each student has rights and responsibilities at church (i.e., participation, attendance at Mass, etc.).
   C. Each student has rights and responsibilities at school (i.e., be prepared, respectful, attentive, share, etc.).
   D. Each student has rights and responsibilities in the community (i.e., pick up litter, service work, etc.).
   E. Each student has rights and responsibilities in the world (i.e., missions, prayer, service to others, etc.).

III. OBJECTIVE C
   This objective is not applicable at this level.

IV. OBJECTIVE D
   Understand how groups and institutions meet individual and societal needs.
   A. Identify service organizations within your community (i.e., hospitals, Red Cross, Salvation Army, Catholic Charities, food pantries/soup kitchens, etc.).
   B. Identify municipal organizations within your community (i.e., police departments, fire department, sanitation department).
   C. Participate in various service activities to others.
   D. Develop the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outline

GRADE 3

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present, and future.

A. Continue to reinforce the concept of the past using time lines, charts, and graphs.
B. Continue to reinforce the concept of the present by discussion of current events using available resources (i.e., newspapers, TV news, internet, speakers, etc.).
C. Continue to reinforce the concept of the future by using predictions in classroom discussions (i.e., what would life be like in 10 years, new inventions, new technology, etc.).

II. OBJECTIVE B
Explore how people in different times and places viewed the world.

A. Develop how people lived during the time of Christ (i.e., community structure, occupations, religious practices, recreation, etc.).
B. Develop how people lived during the time of the Colonists (i.e., community structure, occupations, religious practices, recreation, etc.).
C. Develop how previous generations lived (grandparents, older friends or neighbors) using interviews, visits, correspondences, etc.
D. Realize global connections by comparing and contrasting different communities.
E. Explore how people lived in the Northeast and Southeast regions of the United States.
History Course Outlines

GRADE 3

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois history from the Native Americans through modern times.

I. OBJECTIVE A
   Describe the early Native American cultures in Illinois.
   A. Identify different local Native American cultures (i.e., Woodlands and Plains).
   B. Identify significant key landmarks and symbols related to Illinois Native Americans (i.e., Blackhawk Statue in Oregon, Illinois; cities named after Native Americans, Starved Rock, etc.).

II. OBJECTIVE B
   Describe the influences of key figures and groups in the history of Illinois.
   A. Discuss the lives of the following (including, but not limited to):
      Chief Blackhawk
      Abraham Lincoln
      Ulysses S. Grant
      Ronald Reagan
   B. Introduce the terms Abolitionist and Underground Railroad.

III. OBJECTIVE C
   Identify environmental factors that drew and influenced settlers to Illinois.
   A. Discuss the concept of prairie.
   B. Note the influences of John Deere and Cyrus McCormick.

IV. OBJECTIVE D
   Describe the factors that influenced the development of transportation and trade in Illinois.
   A. Identify the importance of waterways in transportation and trade (i.e., steam-powered engines, etc.).
   B. Identify how transportation was used on land (i.e., The National Road, railroads, wagons, automobiles, airplanes, etc.).
   C. Identify the contributions of the following (including, but not limited to):
      Robert Fulton
      Wright Brothers
      Henry Ford
      Amelia Earhart

Goal #3 is not applicable at this level.
History Course Outline

GRADE 3

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

I. OBJECTIVE A
Describe early Native American cultures in the U.S.

A. Continue to explore Native American groups indigenous to your area.
B. Continue to explore the relationship between the Native Americans and the early settlers.
C. Explore the arts within the Native American culture (i.e., basketry, weaving, using natural resources, music, dance, etc.).

II. OBJECTIVE B
Explain the contributions of key individuals in U.S. History.

A. Expand on the lives of the following (including, but not limited to):
   George Washington
   Benjamin Franklin
   Lewis and Clark
   Sacajawea
   Thomas Edison
B. Explain why individuals and groups are celebrated with holidays (i.e., Lincoln, Washington, Fourth of July, Labor Day, etc.).

III. OBJECTIVE C
Explain the contributions of significant groups of people in U.S. history.

A. Introduce the terms “missionary” and “missions.”
B. Introduce the term “homesteaders.”

IV-VIII. OBJECTIVE D, E, F, G, H
These objectives are not applicable at this level.

IX. OBJECTIVE I
Explain the development of values, traditions, and customs in the U.S.

A. Define your family's nationality.
B. Define the term “ancestors.”
C. Explore family customs and traditions.

X. OBJECTIVE J
This objective is not applicable at this level.
History Course Outline

GRADE 3

Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A
Explain the contributions of key individuals.

A. Discuss the lives of the following individuals (including, but not limited to):
   Pope (current)
   Martin Luther King, Jr.
   Robert F. Kennedy
   John F. Kennedy
B. Identify holidays associated with significant leaders from 1946 to present.

II-IV. OBJECTIVES B, C, D
These objectives are not applicable at this level.

V. OBJECTIVE E
Describe how scientific and technological advances influence the lives of Americans.

A. Identify television, computers, multimedia communications, etc. as part of our culture.
B. Observe the advances in sciences (i.e., space program, medicines, etc.).
C. Explore ecological awareness (i.e., Earth Day, Arbor Day, etc.).
D. Introduce the following leaders (including, but not limited to):
   Albert Einstein
   Alan Shepard
   John Glenn
   Bill Gates

VI. OBJECTIVE F
Explain the development of values, traditions, and customs in the U.S.

A. Recognize holidays celebrated in the United States as well as those in the Catholic tradition.
B. Explore holidays from other cultures (i.e., Hanukkah, Kwanzaa, Chinese New Year, May Day, etc.).

VII. OBJECTIVE G
Describe the development of the roles of the family at work and in the community.

A. Continue to recognize the responsibilities of family members (i.e., food, clothing, shelter, caregiver, love, etc.).
B. Continue to discuss community helpers.
C. Continue to explore various occupations available for men and women in the community.
Goal #1 - Be able to understand and explain basic principles of democratic government.

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. Continue to develop the rights and responsibilities to help solve problems.
   1. City Council (how to address it, the decision-making process)
   2. Parish Council (role and function)
   3. Student Council

B. Describe ways to carry on Jesus’ mission as an individual/group.
   1. The responsibility to make good decisions (voting, stewardship).
   2. Role as a member of society, group member, or group leader.

II. OBJECTIVE B
Understand key documents and symbols of government and the church.

A. Continue to recognize and apply the knowledge of the symbolic value of flags and their importance.
   1. State Flags - emphasizing the Illinois State Flag
   2. Papal Flag
   3. Design classroom flag

B. Identify Vatican City as the head ("capital") of the Catholic Church.

C. Continue to identify historical and natural landmarks, recognizing their symbolic value.
   1. Jefferson Memorial (Lincoln Memorial in 4th grade)
   2. Washington Monument
   3. Niagara Falls

D. Continue to be aware of U.S. Constitutional changes.

III. OBJECTIVE C
Understand the role and sources of authority of legitimate secular and religious leaders.

A. List the hierarchy of the Church.
   1. Name her present leaders
   2. Describe their roles

B. Identify political leaders and their roles.
   1. The President and Vice-President
   2. The Governor
   3. The Mayor

Goal #2 is not applicable at this level.
Geography Course Outline

GRADE 3

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Recognize two and three dimensional maps (globe).
B. Recognize and apply the cardinal directions and compass rose.
C. Read and apply a scale of miles.
D. Read a map key.
E. Draw different types of maps (i.e., a classroom map, house map, etc.)
   1. Create and use symbols.
   2. Create and use color keys.
F. Read and interpret simple graphs and tables.
G. Rank data by use of graphs and tables.
H. Locate places and objects on a grid using coordinates.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Identify the seven continents and spell their names correctly.
B. Locate a city, state, country, and continent on a map (i.e., include a study of your city).
C. Recognize and define landforms (i.e., plateau, mesas, grasslands, plains, mountains, etc.)
D. Locate landforms on globes and maps.
E. Locate oceans, Great Lakes, and major rivers (i.e., Mississippi, Nile, etc.) on a map.
F. Draw and name different bodies of water.
G. Associate seasons with regions (Northeast, Southeast).
H. Define “rural,” “urban,” and “suburban.”
I. Define the term “equator” and be able to locate it on a map and globe.
J. Introduce the terms “latitude,” “longitude,” and “time zones.”

III. OBJECTIVE C
Explain characteristics and interactions on the earth’s physical systems.

A. Continue to explore natural resources.
B. Introduce rocks and minerals.
C. Define “deforestation,” “erosion,” and “conservation.”
D. Explain the differences between renewable and nonrenewable resources.
E. Define “desert,” “prairie,” “forest,” and “tundra” as physical systems.
F. Define “tornados,” “hurricanes,” and “floods.”
IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Compare and contrast climates in the following U.S. regions: Northeast and Southeast.
B. Compare and contrast populations in above U.S. regions and how they relate to geography.
   1. Early settlers
   2. Colonial times
   3. Modern times
Economics Course Outline

GRADE 3

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections #2401 - #2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
This objective is not applicable at this level.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Define the term “occupation” and list different types of occupations.
B. Define the term “talent” and identify individual talents.
C. Discuss that talents are gifts from God and to be used appropriately.
D. Define the term “vocation” (emphasizing missionaries) and discuss the difference between the terms “occupation” and “vocation.”

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. Define the terms "economy," “consumer,” “private and public business.”
B. Explore the relationship among the economy, the environment, and the geography.
C. Discuss the social responsibility of conservationism and being good stewards of the earth.

IV. OBJECTIVE D
This objective is not applicable at this level.

V. OBJECTIVE E
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Discuss the role of money and the responsibility of sharing it with others.
B. Discuss almsgiving and the responsibility to give alms.
C. Plan and carry out projects of almsgiving (the designated diocesan charity).
D. Explore the social responsibility of Christian citizenship and its role in the community.

Goal #2 is not applicable at this level.
Economics Course Outline

GRADE 3

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
Explain why producers and consumers must make economic choices.

A. Explore the meaning of the terms “supply,” “demand,” and “economic choice.”
B. Give examples of making choices and the consequences of the choices.
C. Examine the concept of advertising in making choices.

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. List factors used in making a choice.
B. Demonstrate using these factors in making choices through a classroom simulation (class store, barter/trade activity, etc.).
C. Using examples from the Bible, illustrate factors a Christian would use to make an economic choice.

III. OBJECTIVE C
Describe the relationship between price and the supply and demand for goods and services.

A. Using the above classroom activity, introduce the concepts of surplus and shortage.
B. Identify additional factors when making economic choices (surplus/shortage).
C. Demonstrate the relationship between price and supply and demand for goods and services through the use of visual aids (charts, graphs, etc.).
Economics Course Outline

GRADE 3

Goal # 4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
   Identify goods and services provided by government, why, at which level, and how funded through types of taxes.

   A. Introduce the three levels of government (local, state, and federal).
   B. Introduce the term “taxes” and list different types (i.e. income, food, property, etc.).
   C. List the goods and services particular-specific to the regions of study.
      1. Northeast region
      2. Southeast region
   D. Introduce and identify the effects on the economy of:
      1. Transportation
      2. Government

II. OBJECTIVE B
    This objective is not applicable at this level.
Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
Compare characteristics of cultural diversity.

A. Compare rural, urban, suburban, and mobile lifestyles.
B. Listen to and appreciate different views of other people (i.e., conflict resolution).

II. OBJECTIVE B
Understand individual development and identity in society.

A. Emphasize volunteering--helping one another build a stronger community.
B. Consider the effects of decision making according to gospel values.
   1. Making right choices
   2. “What Would Jesus Do?”
   3. Prayer as a part of decision making

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand how groups and institutions meet individual and societal needs.

A. Consider the effects of group decision-making according to gospel values.
   1. Explore how groups make decisions (see gov’t outline)
   2. Focus on group dynamics (communication, cooperation, responsibilities).
B. Observe changes in institutions within the community that are responding to societal needs.
C. Participate in various service activities to others.
D. Introduce the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outline
GRADE 4

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present, and future.
A. Master the concept of the past using time lines, charts, and graphs.
B. Master the concept of the present by discussion of current events using available resources (i.e., newspapers, TV news, internet, speakers, etc.).
C. Master the concept of the future by using predictions in classroom discussions (i.e., what would life be like in 10 years, new inventions, new technology, etc.).

II. OBJECTIVE B
Explore how people in different times and places viewed the world.
A. Explore how people of the United States lived in the regions of the Midwest, Southwest, and West.
B. Explore global connections by comparing and contrasting different communities.

III. OBJECTIVE C
Ask historical questions and seek answers by collecting and analyzing data from historical sources (i.e., interviews, essays, projects, charts, time lines, etc.).
A. Personal interviews
B. Projects and timelines

IV. OBJECTIVE D
Identify differences between historical fact and interpretation.
A. Define primary and secondary sources.
B. Introduce the use of reference materials to support historical information.
C. Differentiate between fact and opinion.

V. OBJECTIVE E
This objective is not applicable at this level.

VI. OBJECTIVE F
Compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented.
A. Marquette and Joliet
B. Jean Baptiste du Sable
VII. OBJECTIVE G
This objective is not applicable at this level.

VIII. OBJECTIVE H
This objective is not applicable at this level.
History Course Outline

GRADE 4

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois history from the Native Americans through modern times.

I. OBJECTIVE A
Describe the early Native American cultures in Illinois.

A. Continue to explore different local Native American cultures (i.e., Sauk, Fox, Ottawa, Shawnee, Potawatomi, etc.)
B. Continue to explore significant key landmarks and symbols related to Illinois Native Americans (i.e., Blackhawk Statue in Oregon, Illinois; cities named after Native Americans, Starved Rock, etc.).

II. OBJECTIVE B
Describe the influences of key figures and groups in the history of Illinois.

A. Discuss the lives of the following (including, but not limited to):
   Abraham Lincoln
   John Baptiste de Sable
   U.S. Grant
   Stephen Douglas
   Jane Addams
   Carl Sandburg
B. Explore the influences of the French explorers and missionaries.

III. OBJECTIVE C
Identify environmental factors that drew and influenced settlers to Illinois.

A. Master the concept of prairie, grasslands, and plains.
B. Note the influences of the following (including, but not limited to):
   John Deere
   Cyrus McCormick
   Joseph Glidden
   Frank Lloyd Wright

IV. OBJECTIVE D
Describe the factors that influenced the development of transportation and trade in Illinois.

A. Know the importance of waterways in transportation and trade (i.e., steam-powered engines, etc.).
B. Understand how transportation was used on land (i.e., The National Road, railroads, wagons, automobiles, airplanes, etc.).

Goal #3 is not applicable at this level.
History Course Outline
GRADE 4

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

I. OBJECTIVE A  
Continue to explore Native American groups indigenous to your area.
   A. Continue to explore the relationship between the Native Americans and the early settlers.
   B. Explore the arts within the Native American culture (i.e., basketry, weaving, using natural resources, music, dance, etc.).

II. OBJECTIVE B  
Explain the contributions of key individuals in U.S. History.
   A. Expand on the lives of the following (including, but not limited to):
      George Washington
      Paul Revere
      Lewis and Clark
      Chief Joseph
      Thomas Jefferson
      Jane Addams
   B. Explain why individuals and groups are celebrated with holidays (i.e., Washington, Lincoln, Fourth of July, Labor Day, Veterans Day, Memorial Day, etc.).

III. OBJECTIVE C  
Explain the contributions of significant groups of people in U.S. history.
   A. Define “settlers” and “colonists.”
   B. Define “abolitionists.”

IV. OBJECTIVE D  
Describe the significant factors that shaped colonization and immigration to the U.S.
   A. Introduce the concept of unrest in England.
   B. Identify the policies of King George III as a reason for revolt.
   C. Explore the reasons and opportunities to cross the ocean.

V. OBJECTIVE E  
Trace patterns of migration and describe their impact on the U.S.
   A. Define “rural” and “urban.”
   B. Define “migration.”
VI. OBJECTIVE F
This objective is not applicable at this level.

VII. OBJECTIVE G
Describe how industrialization affected the social and economic structures of Americans.

A. Define “Social Industrialization” (how society was affected by industrialization).
B. Define “Economic Industrialization.”

VIII. OBJECTIVE H
Americans.

A. Compare and contrast life before and after the following inventions: (Including but not limited to:) reaper, railroads, plow, electricity, automobile, etc.
B. Discuss pros and cons of the above inventions.

IX. OBJECTIVE I
Explain the development of values, traditions, and customs in the U.S.

A. Define the term “ancestors” and create a family tree.
B. Continue to explore family customs and traditions.
C. Explore legends and folklore.

X. OBJECTIVE J
This objective is not applicable at this level.
Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A

Explain the contributions of key individuals.

A. Explore the following individuals (including, but not limited to):
   Pope (current)
   President of the United States (current)
   Martin Luther King, Jr.
   Robert F. Kennedy
   John F. Kennedy

B. Continue to identify holidays associated with significant leaders from 1946 to the present.

II. OBJECTIVE B

This objective is not applicable at this level.

III. OBJECTIVE C

Describe the causes and effects of modern immigration.

A. Make a simple contrast between past and present immigration.
B. Explore the reasons for immigration to Illinois.

IV. OBJECTIVE D

Identify and discuss significant factors which led to wars/conflicts involving the U.S. and their consequences.

A. Introduce the Civil Rights Movement.
B. Discuss the consequences of the Civil Rights Movement.

V. OBJECTIVE E

Describe how scientific and technological advances influence the lives of Americans.

A. Identify television, computers, multimedia communications, etc. as part of our culture.
B. Observe the advances in sciences (i.e., space program, medicines, etc.).
C. Explore ecological awareness (i.e., Earth Day, Arbor Day, etc.).
D. Introduce the following leaders (including, but not limited to):
   Albert Einstein
   Alan Shepard
   John Glenn
   Bill Gates
VI. **OBJECTIVE F**
Explain the development of values, traditions, and customs in the U.S.

A. Recognize holidays celebrated in Catholic tradition.
B. Explore holidays from other cultures (i.e. Hanukkah, Kwanzaa, Chinese New Year, May Day etc.).

VII. **OBJECTIVE G**
Describe the development of the roles of the family at work and in the community.

A. Continue to recognize the responsibilities of family members (i.e., food, clothing, shelter, caregiver, love, etc.).
B. Continue to recognize the importance of community workers and their responsibility to act in a just way (i.e., police, firefighters, paramedics, retailers, etc.).
Government Course Outline

GRADE 4

Goal #1 - Be able to understand and explain basic principles of democratic government.

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. Continue to develop the rights and responsibilities to help solve problems (city council, parish council, student council, etc.).
B. Describe ways to carry on Jesus’ mission as a group/individual.

II. OBJECTIVE B
Understand key documents and symbols of government and the Church.

A. Continue to recognize and apply the knowledge of the symbolic value of flags and their importance (i.e., state flags, Papal Flag, etc.).
B. Identify Vatican City as the “capital” of the Catholic Church.
   1. Residence of the Pope
   2. Independent governmental structure
C. Continue to identify historical and natural landmarks recognizing their symbolic value (including, but not limited to:).
   1. Lincoln Memorial
   2. Grand Canyon
D. Continue to identify changes that have been made to our Constitution.

III. OBJECTIVE C
Understand the role and sources of authority of legitimate secular and religious leaders.

A. List the hierarchy of the Church.
   1. Name her present leaders
   2. Describe the roles of these leaders
B. Identify political leaders and their roles.
   1. The President and Vice-President
   2. The Governor
   3. The Mayor
Government Course Outline

GRADE 4

Goal #2 - Students will be able to understand and explain the structure and functions of the political systems of Illinois and the U.S.

I. OBJECTIVE A
Know the structure and functions of the three branches of government (legislative, executive, and judicial).

A. Legislative Branch
   1. Congressional structure
      a. House of Representatives
      b. Senate
   2. Qualifications, term of office, salary
   3. Election process and political parties
   4. Functions and powers
      a. Powers denied
      b. How a bill becomes a law

B. Executive Branch
   1. Structure of executive office
   2. Qualifications, term of office, salary
   3. Election process and political parties
   4. Functions and powers

C. Judicial Branch
   1. Structure of judicial office
      a. Supreme Court
      b. Local Courts
   2. Qualifications, term of office, salary
   3. Election or appointment process
   4. Functions and powers

II. OBJECTIVE B
Know the functions of the three levels of government (local, state, and national).

A. Local
   1. Election process and political parties
   2. City Council meetings
   3. Qualifications and terms of office

B. State
   1. Election process and political parties
   2. Democratic/republic representatives
   3. Qualifications and terms of office

C. National
   1. Election process and political parties
   2. Qualifications and terms of office
   3. Members on the Supreme Court

D. Introduce the term “electoral college”
Goal #1 - Understand U.S. and world geography and their effects on society.

* The word “regions” here refers to the midwest, southwest, and western regions of the United States.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Interpret a mileage scale and a map key.
B. Define and apply the terms longitude, latitude, and elevation.
C. Using historical and current data, apply the elements of map and globes by locating states and regions with emphasis on the Midwest, Southwest, and Western regions.
D. Introduce/develop the following types of maps: political, physical, landform, transportation, historical, etc.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Examine and compare the common and the unique characteristics among the regions.
B. Explain how the earth’s features affect the regions, their climates, and environments.
C. Continue to develop the concepts of “rural,” “urban,” and “suburban” for each region.

III. OBJECTIVE C
Explain characteristics and interactions on the earth’s physical systems.

A. Continue to develop and explore the concept of natural resources and our Christian duty to care for them.
B. Investigate and analyze the causes and effects of pollution on the Earth and our duty to be social trustees. (Sharing Catholic Social Teachings, p.26).
C. Identify natural disasters unique to each region and analyze their effects.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Explain how the region’s geographic factors affect the culture and the people of that region.
B. Explore the relationship between a region’s geographic features and the region’s economy (i.e., dry farming, irrigation, adaptation, etc.).
Economics Course Outline

GRADE 4

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections #2401-#2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
This objective is applicable at this level.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Give examples of the God-given talents people have and appreciate their uniqueness. (#2427)
B. Explain how work is a duty that honors God by using the gift of talents. (#2427)
C. Review the definition of different types of occupations (religious, agricultural, service, industrial, etc.) and classify different jobs.
D. Further explore the role of missionaries.

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. Continue to explore the relationship between the economy and the environment (renewable & non-renewable resources, strip mining, etc.). (#2432-#2433)
B. Define the terms “economy,” “free enterprise,” “profit,” “investor,” and “interdependent.”
C. List the responsibilities of a free enterprise.

IV. OBJECTIVE D
This objective is not applicable at this level.

V. OBJECTIVE E
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Define the terms “just wage” and “contributions” (i.e., social security).
B. Demonstrate mastery of the concept of almsgiving.
C. Justify how almsgiving is a responsibility:
   1. An economic responsibility
   2. A social responsibility
D. Plan and carry out projects for almsgiving (designated Diocesan charity), for the year, evaluating its success and effectiveness.
Economics Course Outline

GRADE 4

Goal #2 - Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and services.

I. OBJECTIVE A
   This objective is not applicable at this level.

II. OBJECTIVE B
   This objective is not applicable at this level.

III. OBJECTIVE C
   Describe unemployment and underemployment and their causes.
       A. Introduce the terms “employment,” “unemployment,” and “underemployment.”
       B. Describe the difference between unemployment and underemployment.
       C. Explore the relationship between the economy (resources, opportunity) of urban and rural areas.

IV. OBJECTIVE D
   Describe role of trade in a nation’s economy.
       A. Define the terms “trade” and “economy” (the way a nation uses resources to meet its people’s needs and wants).
       B. Describe Illinois’ resources and trades and how it affects Illinois economy.
       C. Introduce the role of Illinois trade to U.S. trade:
           1. Illinois resources and products
           2. U.S. resources and products
       D. Describe the resources, trade, and the economic effects of the regions of the Midwest, Southwest, and West.
       E. Describe the role of transportation in the role of trade:
           1. Intrastate
           2. Interstate
Economics Course Outline

GRADE 4

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
   Explain why producers and consumers must make economic choices.
   A. Define the terms “supply,” “demand,” “economic choice,” “surplus,” and “shortage.”
   B. Given a situation, list possible economic choices and the results of those choices.
   C. Discuss the effect of advertising and the media on making economic choices.

II. OBJECTIVE B
   Identify factors which producers and consumers consider when making choices.

III. OBJECTIVE C
   Describe the relationship between price and the supply of and demand for goods and services.
   A. Using a classroom activity (auction, class store, etc.), explore what happens to prices when there is a:
      1. Surplus
      2. Shortage
   B. Using current events, explain how supply and demand affects prices (i.e., gas, food, etc.).
   C. Illustrate the relationship that supply and demand have on prices by using graphs, charts, etc.
Economics Course Outline

GRADE 4

Goal #4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
Identify goods and services provided by government, why, at which level, and how funded through types of taxes.

A. Classify different taxes (federal, state, local).
B. Classify who is responsible for different goods and services provided.
C. Explain the Church’s role and responsibilities in providing goods and services.

II. OBJECTIVE B
This objective is not applicable at this level.
Sociology Course Outlines

GRADE 4

Goal #1 - Understand U.S. and world social systems

I. OBJECTIVE A
    Compare characteristics of cultural diversity.
    A. Explore how cultures in the three U.S. western regions (Midwest, West, and Southwest) are defined through art and literature.
    B. Identify the influences of multi-culturalism on present day society
    C. (i.e., fast food, holidays, events, transportation, traditions, fashion).
    C. Evaluate the impact of stereotyping, conformity and other behaviors on individuals and groups.

II. OBJECTIVE B
    Understand individual development and identity in society.
    A. Describe the way cultural influences contribute to the sense of self (i.e., religion, gender, ethnicity, socioeconomic status).
    B. Describe the way cultural influences (i.e., religion, gender, ethnicity, socioeconomic status, etc.) affect an individual’s participation in society.

III. OBJECTIVE C
    This objective is not applicable at this level.

IV. OBJECTIVE D
    Understand how groups and institutions meet individual and societal needs.
    A. Participate in various service activities to others.
    B. Continue to develop the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outline

GRADE 5

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present, and future.
This objective has been mastered in grade 4. Maintain as necessary.

II. OBJECTIVE B
Explore how people in different times and places viewed the world.

A. Compare how people lived in Europe, North America, Asia, Africa, and the Middle East.
B. Explore global connections by comparing and contrasting different communities.

III. OBJECTIVE C
Ask historical questions and seek answers by collecting and analyzing data from historical sources.

A. Conduct interviews to listen to how different people describe historical events.
B. Use a variety of sources to collect historical information (i.e., major historical documents, literary sources, charts, timelines, etc.).

IV. OBJECTIVE D
Identify differences between historical fact and interpretation.

A. Examine and utilize primary and secondary sources.
B. Use reference materials to support historical information (i.e., Magna Carta, Declaration of Independence, etc.)
C. Continue to differentiate between fact and opinion and make applications.

V. OBJECTIVE E
This objective is not applicable at this level.

VI. OBJECTIVE F
Compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented (including, but not limited to: King George III, Peter the Great, Ghandi, etc.).

A. Summarize each description of the person or event.
B. Contrast the content of the stories.

VII. OBJECTIVE G
This objective is not applicable at this level.

VIII. OBJECTIVE H
This objective is not applicable at this level.
History Course Outline

GRADE 5

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois history from the Native Americans through modern times.

This goal is not applicable at this level.
History Course Outline

GRADE 5

Goal #3 - Be able to understand the development of significant leaders, events, and factors in world history.

I. OBJECTIVE A
Become acquainted with important figures and groups of this historical period.

A. Europe: Pope John XXIII
B. North America: Antonio Lopez de Santa Ana
C. South America: Simon Bolivar
D. Asia: Mohandas Gandhi
E. Africa: Nelson Mandela
F. Australia: Aborigines
G. Antarctica: Admiral Richard E. Byrd

II. OBJECTIVE B
Identify the origins and analyze consequences of events that have shaped world history.

A. Europe: the holocaust
B. North America: exploration and discovery
C. South America: exploration and discovery
D. Asia: scientific contributions
E. Africa: slave trade
F. Australia: penal colony
G. Antarctica: scientific expeditions
History Course Outline

GRADE 5

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of explorations through 1945.

I-III. OBJECTIVE A, B, C
These objectives are not applicable at this level.

IV. OBJECTIVE D
Describe the significant factors that shaped colonization and immigration to the U.S.

A. Identify Thomas Jefferson and the Louisiana Purchase.
B. Explore the early immigration movements to the U.S.

V. OBJECTIVE E
Trace patterns of migration and describe their impact on the U.S.

A. Explore Great Britain’s immigration to the U.S.
B. Explore Germany’s immigration to the U.S.

VI. OBJECTIVE F
Identify and discuss significant factors which led to wars involving the U.S. and their consequences.

A. Define the term “imperialism.”
B. Introduce the Revolutionary War, Civil War, and Spanish-American War.

VII. OBJECTIVE G
Describe how industrialization affected the social and economic structures of Americans.

A. Continue studying Great Britain’s Industrial Revolution.
B. Observe growth of urbanization and reforms.

VIII. OBJECTIVE H
Describe how scientific and technological inventions shaped the lives of Americans.

A. Explore Samuel Slater and his contributions to the Industrial Revolution.
B. Expand on the concept of mass production.

IX. OBJECTIVE I
This objective is not applicable at this level.

X. OBJECTIVE J
This objective is not applicable at this level.
Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from 1946 through the present.

I. OBJECTIVE A
This objective is not applicable at this level.

II. OBJECTIVE B
Explain the contributions of significant groups of people.
   A. Define “communism.”
   B. Introduce the effects of the atomic bomb.
   C. Continue to discuss anti-war activists and the civil rights movement.

III. OBJECTIVE C
Describe the causes and effects of modern immigration (including, but not limited to: Mexico, Japan, India, Africa, Saudi Arabia, Israel, etc.).

IV. OBJECTIVE D
Identify and discuss significant factors which led to wars/conflicts involving the U.S. and their consequences.
   A. Introduce the Vietnam conflict.
   B. Introduce the Gulf War conflict.

V-VI. OBJECTIVE E, F
These objectives are not applicable at this level.
Government Course Outline

GRADE 5

Goal #1 - Be able to understand and explain basic principles of democratic government.

I. OBJECTIVE A
   Introduce the basic rights and responsibilities of a Christian citizen.

   A. Explore the rights and responsibilities as a world citizen (stewardship).
      1. Identify countries with a democratic government.
      2. Identify countries with other forms of government.
   B. Explain the rights and responsibilities to aid in solving global problems.
      1. Political issues
      2. Cultural issues (especially the humanities and fine arts)
      3. Economic issues
      4. Ecological issues
      5. Moral/ethical issues

II. OBJECTIVE B
   Understand key documents and symbols of government and the church.

   A. Identify world historical and natural landmarks (including, but not limited to):
      1. Pyramids
      2. Taj Mahal
      3. Eiffel Tower
      4. The Vatican
   B. Recognize key world documents and their significance (including, but not limited to):
      1. Magna Carta
      2. Treaty of Versailles
      3. U.N. Peace Treaty

III. OBJECTIVE C
   Understand the role and sources of authority of legitimate secular and religious leaders.

   A. Identify the different forms of government in the world and how it affected the geography (See countries specified in Grade 5 Geography Course Outline, Goal #1, IIB).
      1. Democracy
      2. Monarchy
      3. Dictatorship
      4. Socialism
      5. Communism
   B. Identify key world leaders and their roles and sources of authority.
      1. Secular
      2. Religious

Goal #2 is not applicable at this level.
Geography Course Outline

GRADE 5

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Demonstrate mastery of the basic elements of maps and globes (i.e., title, legend, cardinal and intermediate direction, grid scale, principal parallels, meridian, projections, etc.).
B. Review and master the elements of maps and globes by locating continents, countries, territories and states, using historical and current data.
C. Demonstrate mastery of reading graphs and tables (scale, symbols, keys, etc.).

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Identify the five themes of geography (Viewing the Earth, Regions, Latitude and Longitude, Interaction of Humans with the Environment, and Transportation and Communication).
B. Apply the five themes of geography (i.e., locate places where prehistoric people lived, describe land forms, explain the growth of cities, etc.) to the following:
   Europe (Western Europe: Great Britain, Germany, and Italy)
   (Eastern Europe: Russia, The Balkans, and Slavic nations)
   North America (United States - review, Mexico, Canada)
   South America (Argentina, Brazil, Chile, Colombia)
   Asia (Saudi Arabia, Israel, India, China, Japan)
   Africa (choose a country from each region)
   Australia
   Antarctica
   C. Review and demonstrate mastery of landforms, bodies of water, regions, continents, etc. that were previously developed.

III. OBJECTIVE C
Explain characteristics and interactions on the earth’s physical systems.

A. Describe how forces of nature can change the environment as they pertain to the above countries (i.e., weather, ocean currents, volcanoes, earthquakes, glaciers, etc.).
B. Interpret how man is affected by, and copes with, the earth’s natural forces, especially in the above named countries.
C. Demonstrate mastery of the concept of being social trustees of the environment (Sharing Catholic Social Teaching, p.26).
IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Describe how the needs of people gave rise to the development of trade routes over land and sea.
B. Recognize how the world’s climate has affected people and their environment.
C. Explain how geographic factors influenced the growth of cities (i.e., New York, Mexico City, Venice, etc.).
Economics Course Outline

GRADE 5

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections #2401-#2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
Understand and identify limits of proper and ethical methods within the corporate environment.

A. Introduce the term "corporate environment."
B. Introduce the terms/concepts of social justice and responsibilities in the corporate environment.
C. List effects of the corporate world on the environment (rain forests, mining, commercial agriculture, slash and burn farming, etc.). (#2432)
D. Explain the responsibility of good stewardship.
E. Explore problems and possible solutions in the corporate environment.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Explore the differences between the terms “job,” “occupation,” “vocation,” and “ministry.”
B. Understand the purpose of work (honoring God and the gifts received).
C. Explain the statement: “Work is for man, not man for work.” (#2428)

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. Explore the obligations of international business to underdeveloped countries.
B. Explain how businesses can support missionaries (sponsors for Habitat for Humanity, etc.).

IV. OBJECTIVE D
Recognize that nations have a responsibility to create systems and mobilize their resources toward objectives of moral, ethical, cultural, and economic development.

A. List the obligations of developed nations to underdeveloped nations.
B. Define and discuss the responsibilities of being a moral and economic leader to other countries.
C. Be aware of the environmental needs of other countries.
V. OBJECTIVE E
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. List ways to give alms to the poor (not just financially).
B. Maintain the concept of almsgiving by planning and executing group projects (designated Diocesan charity).
Economics Course Outline

GRADE 5

Goal #2 - Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and services.

I. OBJECTIVE A
Describe different economic systems - - advantages and disadvantages.

A. Introduce and define different types of economies focusing on the world regions being studied.
B. Compare the similarities and differences of various types of economies (i.e., developed economy, one-crop economy, mixed economy, etc.).

II. OBJECTIVE B
This objective is not applicable at this level.

III. OBJECTIVE C
Describe unemployment and underemployment and their causes.

A. List causes of unemployment and underemployment.
B. Explore the concept of an individual’s right of economic initiative, dignity, and employment. (#2429)
C. Introduce the terms discrimination, bias, and equity.

IV. OBJECTIVE D
Describe the role of trade in a nation’s economy.

A. Realize the importance of imports and exports for the regions studied.
B. Discuss the effects of trade on the European economy (i.e. fur trade, ivory trade, the Industrial Revolution, etc.).
C. Investigate the effects of technology on economy.
Economics Course Outline

GRADE 5

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
Explain why producers and consumers must make economic choices.

A. Review the terms “surplus,” “shortage,” “social responsibility,” and “economic opportunity.”
B. Introduce the terms “inflation,” “recession,” and “regression.”
C. Discuss the effects of making economic choices on:
   1. Cultures (society)
   2. Environment

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. Examine how inflation and recession affect economic choices.
B. Continue to develop factors a Christian uses to make economic choices.
C. Explore how lifestyles and society determine/guide economic choices.

III. OBJECTIVE C
Describe the relationship between price and the supply of and demand for goods and services.

A. Continue using current events to examine how supply and demand affect prices.
B. List the factors needed to determine prices.
C. Illustrate the relationship between prices and supply and demand using mathematical equations.
D. Determine parties (individuals, organizations, etc.) who affect the relationship between supply and demand and prices.
Economics Course Outline

GRADE 5

Goal #4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
Identify goods and services provided by government, why, at which level, and how funded through types of taxes.

A. Define the terms "tariff" and "excise tax."
B. Continue to list and classify goods and services provided by government.
C. Examine government’s responsibilities to the individual, to society, and to other countries.
D. Introduce the concept of economic agreements among countries (i.e., NAFTA, EEOC, etc.).

II. OBJECTIVE B
This objective is not applicable at this level.
Sociology Course Outlines

GRADE 5

Goal #1 -- Understand U.S. and world social systems.

I. OBJECTIVE A
Compare characteristics of cultural diversity.

A. Evaluate the impact of stereotyping, conformity, and other behaviors on individuals and groups.
B. Introduce global awareness and our responsibility towards other countries based on Catholic Social Teachings (i.e., respect for life and human dignity).

II. OBJECTIVE B
Understand individual development and identity in society.

A. Recognize, respect, and understand the rights, freedoms, and responsibilities of the individual.
B. Promote and protect the rights, freedoms, and responsibilities of all peoples.

III. OBJECTIVE C
This objective is not applicable at this level.

IV. OBJECTIVE D
Understand how groups and institutions meet individual and societal needs.

A. Develop an awareness of social problems and work with others towards solutions to these problems.
B. Participate in various service activities to others.
C. Continue to develop the concept of biblical stewardship by exploring gifts of time, talent, and treasure.
History Course Outline

GRADE 6

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present, and future.
This objective has been mastered in grade 4. Maintain as necessary.

II. OBJECTIVE B
Explore how people in different times and places viewed the world.
A. Analyze lifestyles in ancient civilizations (i.e., including, but not limited to: Mesopotamia, Greco-Roman, China, etc.).
B. Analyze lifestyles in Middle Ages, Renaissance, and The Reformation.

III. OBJECTIVE C
Ask historical questions and seek answers by collecting and analyzing data from historical sources.
A. Hammurabi’s Code of Laws
B. The Ten Commandments

IV. OBJECTIVE D
Identify differences between historical fact and interpretation.

V. OBJECTIVE E
Make inferences about historical events using sources.
A. Define “inferences.”
B. Explore different sources available (i.e., hieroglyphs, Phoenician alphabet, Gutenberg Bible, etc.).

VI. OBJECTIVE F
Compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented (including, but not limited to: Socrates, Alexander the Great, Augustus, Charlemagne, Michelangelo, etc.).

VII. OBJECTIVE G
Analyze and report historical events to determine cause and effect relationships.
A. Define “cause” and “effect.”
B. Compare and contrast the following events (including, but not limited to: Holy Roman Empire/Feudalism, Crusades, modern times, etc.).
VIII. OBJECTIVE H
Describe how historians use models for organizing historical interpretation.

A. Refer to Homer’s *Iliad and the Odyssey* as a literary example of how history was interpreted at that time.
B. Refer to Dante’s *Divine Comedy* as a literary example of how history was interpreted at that time.
C. Refer to Martin Luther’s *Ninety-Five Theses* as a political/religious example of how history was interpreted at that time.

*Goal #2 is not applicable at this level.*
History Course Outline

GRADE 6

Goal #3 - Be able to understand the development of significant leaders, events, and factors in world history.

I. OBJECTIVE A
Become acquainted with important figures and groups of this historical period.

A. Political Rulers (i.e. Hatshepsut, King Tutankhamen, William the Conqueror, King John, Henry VIII, Elizabeth I, etc.).
B. Monastic Orders (i.e. Franciscans, Benedictines, Dominicans, etc.).
C. Artists (i.e. Giotto, Raphael, etc.).

II. OBJECTIVE B
Identify the origins and analyze consequences of events that have shaped world history.

A. Mesopotamia
   1. As an important ancient civilization
   2. Importance of Fertile Crescent
B. Egypt
   1. As an important ancient civilization
   2. Importance of the Nile
   3. Architecture
C. Greece
   1. Importance of sea trade
   2. Growth of city-states (democracy)
   3. Olympic Games
D. Rome
   1. Rise of the Roman Republic
      a. Punic Wars
      b. Building projects (i.e. roads, bridges, aqueducts, housing, baths, Coliseum, etc.).
   2. Rise of Christianity
   3. Fall of the Empire
      a. Overspending
      b. Decline of morality
      c. Invasions and revolts
E. Barbarian Invasions
   1. Goths
   2. Huns
   3. Anglo-Saxons
F. Rise of Islamic civilization
   1. Religion and places of worship (Mohammed and the city of Mecca)
   2. Advances in mathematics and sciences
   3. Fine arts (literature & music)

G. Crusades

H. Renaissance
   1. Define the term “Renaissance.”
   2. Define the term “humanism.”
   3. Explosion of knowledge and discovery

I. Reformation
   1. Define the term “protestant.”
   2. Define the term “indulgences.”
   3. Counter reformation (Roman-Catholic Reform)

Goal #4 is not applicable at this level.

Goal #5 is not applicable at this level.
Government Course Outline

GRADE 6

Goal #1 - Be able to understand and explain basic principles of democratic government.

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. Explore the role of citizens in ancient times.
   1. Ancient Egypt
   2. Ancient Greece & Rome
   3. Ancient China/Japan
B. Examine the evolution of the rights and responsibilities of a Christian citizen.

II. OBJECTIVE B
Understand key documents and symbols of government and the church.

A. Explore the historical roots of a democratic government.
   1. Ancient roots
      a. Greece
      b. Rome
   2. Europe (especially England)
      a. Middle Ages
      b. Renaissance
      c. 18th, 19th, and 20th centuries
B. Analyze the effects of religion on world history.
   1. The beginnings of Christianity (western & eastern churches)
   2. The Crusades
   3. The Reformation
   4. European Expansion

III. OBJECTIVE C
Understand the role and sources of authority of legitimate secular and religious leaders.

A. Recognize the roles and influences of key leaders in world history (refer to above IA).
B. Investigate the roles and influences of key religious leaders in world history (refer to above IIB).

Goal #2 is not applicable at this level.
Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Continue to maintain the basic elements of maps, globes, tables, etc. (i.e., longitude, latitude, grid, scale).
B. Continue to maintain using historical and current data to review the elements of maps and globes by locating countries, continents, and bodies of water.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Review the five themes of geography from different viewpoints (time periods).
   1. Ancient Civilizations
   2. Middle Ages
   3. Renaissance and Reformation
B. Maintain the five themes of geography from the various time periods.

III. OBJECTIVE C
Explain characteristics and interactions on the earth’s physical systems.

A. Maintain how forces of nature affected world history (i.e., Pompeii/Mt. Vesuvius, Krakatoa, and Mt. Fuji).
B. Maintain how society copes with earth’s natural forces.
   1. In the past
   2. In the present
   3. In the future

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Maintain how the “needs” of people gave rise to exploration of new lands.
B. Maintain how boundaries and names of countries changed throughout history (USSR, Russia).
C. Maintain understanding of how geographic factors influenced the growth of cities.
Economics Course Outline

GRADE 6

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections #2401-#2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
Understand and identify limits of proper and ethical methods within the corporate environment.

A. Develop the concept of social justice and the responsibilities of the corporate environment.
B. Apply the Seventh Commandment to the use of resources (mineral and vegetable) for the common good (#2415) and practice of stewardship toward animals and their environments. (#2417)
   1. Social justice
   2. Commutative justice (#2411)
   3. Economic good
C. Introduce and develop the concept of economic initiative. (#2429)
   1. Economic activity should be in keeping with social justice (moral order).
   2. Persons have a right/responsibility to provide for themselves and their families.
   3. Compare and contrast promises and contracts.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Master the concept that an occupation is a vocation and work is a service to humankind and the community. (#2426)
B. Deepen the understanding that vocations are calls from God (religious and secular).
C. Explore occupations that are service-oriented and, therefore, worthy of respect (religious and secular).

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. List the goals of business besides profits.
B. Determine and discuss the obligations of business.
   1. To the community
   2. To society
   3. To the environment
   4. To future generations
IV. **OBJECTIVE D**
Recognize that nations have a responsibility to create systems and mobilize their resources toward objectives of moral, ethical, cultural, and economic development.

A. Propose how developed nations can meet their moral, ethical, and economic obligations to underdeveloped countries.
B. Explore ways that different world cultures have met their obligations. (See geography course outline for list of countries.)
C. Explore how resources of different cultures affect their economic development (see geography course outline for list of countries).

V. **OBJECTIVE E**
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Maintain the concept of almsgiving by planning and executing group projects (designated Diocesan charity).
B. Categorize the projects using the Corporal Works of Mercy.
C. Using the Bible and the lives of the saints, justify that almsgiving is a witness to charity.
Economics Course Outline

GRADE 6

Goal #2 - Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and services.

I. OBJECTIVE A
Describe different economic systems--advantages and disadvantages.

A. Compare different economic systems throughout world history using the time periods and countries being studied.
B. Discuss how different economic systems caused/affected events in world history.
C. Discuss how different economic systems accelerated the downfall of certain civilizations.

II. OBJECTIVE B
Describe the relationship between wages and productivity, wages and career choices, and wages and educational choices.

A. Define the terms “wage,” “just wage,” “sweat shop,” and “child labor.”
B. Illustrate a simple relationship between the various factors and wages.
C. Design a class project using the factors of productivity, career choices, and educational choices.

III. OBJECTIVE C
Describe unemployment and underemployment and their causes.

A. Continue to explore the causes of unemployment and underemployment.
B. Differentiate between the terms “equality” and “equity.”
C. Discuss discrimination. (#2433)
   1. Its causes
   2. Possible solutions
   3. Our responsibilities as Christians

IV. OBJECTIVE D
Describe the role of trade in a nation’s economy.

A. Review the terms “import” and “export.”
B. Define “tariff” and “excise tax.”
C. Discuss the role of trade throughout world history.
   1. Development of civilizations
   2. Causes for exploration
Economic Course Outline

GRADE 6

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
Explain why producers and consumers must make economic choices.

A. Discuss temperance as a guideline for making economic choices. (#2407)
B. Master the concept of making economic choices using different situations in world history. (#2403-#2405)
   1. Right to private property
   2. In stewardship
   3. Universal destination of goods

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. List factors producers and consumers used to make decisions.
B. Continue to explore factors used in making choices.
   1. Benefiting the greatest number
   2. Moderation
C. Define the following terms: “free enterprise,” “Law of Supply and Demand,” “business cycle” (boom, bust, & depression).

III. OBJECTIVE C
Describe the relationship between price and the supply of and demands for goods and services.

A. Interpret how events affected supply and demand in the past.
B. Analyze the relationship among prices and supply and demand.
C. Explore various world monetary systems (i.e., Palestine and Rome).
Goal #4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
Identify goods and services provided by government, why at which level, and how funded through types of taxes.

A. List and explain the responsibilities of the state. (#2431)
B. Explore the responsibilities of different governments at various times throughout history. (See geography course outline for list of countries.)
C. Explore the roles of government in the economic history of various countries. (See Geography Course Outline for list of countries.)
   1. Use of money
   2. Government control or regulation of trade
   3. The role of taxes

II. OBJECTIVE B
This objective is not applicable at this level.
Sociology Course Outlines

GRADE 6

Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
   Compare characteristics of cultural diversity.
   A. Understand our current cultural background and the role other cultures play in world cultures.
   B. Explore how world civilizations define themselves through the fine arts.

II. OBJECTIVE B
   Understand individual development and identity in society.
   A. Recognize, respect, and understand the rights, freedoms, and responsibilities of the individual.
   B. Analyze the effects of personal decision making on global society.

III. OBJECTIVE C
   Understand how social systems form and develop over time.
   A. Define “social systems.” (Definition: Interaction among individuals, groups, and institutions based upon religion, language, literature, arts, and traditions.)
      1. Know how and why groups and institutions are formed.
      2. Know what roles they play in society.
   B. Understand the effects of contact and interaction between populations.

IV. OBJECTIVE D
   Understand how groups and institutions meet individual and societal needs.
   A. Respect the need to protect and preserve our global cultural heritage.
   B. Identify aspects of the gospel value of community resulting in the common good.
History Course Outline

GRADE 7

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present and future.

A. Maintain the concept of the past using time line, charts, maps, graphs, tables and scientific methods, such as carbon 14 dating.
B. Maintain the concept of the present through analysis of current events (i.e., newspapers, television news, internet, speakers, etc.)
C. Maintain the concept of the future by predicting the effects of science and technology on society.

II. OBJECTIVE B
Explore how people in different times and places viewed the world.

A. Maintain the concept of how people lived during the Age of Exploration (i.e., the Paleo-Indians; Viking explorers, 800-1000; European explorers, 1400-1650).
B. Maintain the concept of how people lived in Colonial America (i.e., religious, political, and social influences).
C. Maintain the concept of the Westward Expansion (i.e., Trails across America, the Louisiana Purchase, and the Missouri Compromise).

III. OBJECTIVE C
Ask historical questions and seek answers by collecting and analyzing data from historical sources.

A. Use primary sources, such as the Mayflower Compact and Declaration of Independence.
B. Use secondary sources, such as The Donner Party and Uncle Tom’s Cabin.

IV. OBJECTIVE D
Identify differences between historical fact and interpretation.

A. Develop factual information by using primary sources (III A).
B. Develop factual information by using secondary sources (i.e., Life on the Mississippi and Dances with Wolves).

V. OBJECTIVE E
Make inferences about historical events using sources.

A. Relate the “Star-Spangled Banner” to the War of 1812.
B. Relate the Trail of Tears to the plight of Native Americans.
VI. OBJECTION F

Compare different stories about a historical figure or event, and analyze difference in portrayals and perspectives presented.

A. Compare how Columbus and his accomplishments have been viewed throughout history.
B. Compare the different viewpoints of the Texans and Mexicans during the Mexican War.
C. Contrast how the Civil War was viewed by the people living in the North and South.

VII. OBJECTIVE G

Analyze and report historical events to determine cause-and-effect relationships.

A. Examine the Articles of Confederation, which were the result of the Revolutionary War.
B. Become familiar with the immediate causes and long-term effects of the American Revolution.
C. Become familiar with the immediate causes of the Civil War.
D. Examine the long-term effects of the Civil War (i.e., a nation united, abolition of slavery, the industrial boom).

VIII. OBJECTIVE H

Describe how historians use models for organizing historical interpretation (i.e., biography, political events, issues and conflicts).

A. Thomas Paine's Common Sense
B. Dred Scott Decision
History Course Outline

GRADE 7

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois history, from the Native Americans through modern times.

I. OBJECTIVE A
Describe the early Native American cultures in Illinois.

A. Maintain by summarizing characteristics of local tribes.
B. Differentiate cultures (i.e., Hopewell, Eastern Woodlands) using primary sources (i.e., aerial photographs to see expanse of Cahokia's metropolis; Dickson Mounds).
C. Investigate Native American word origins in today’s language (i.e., toboggan, Checagou (Chicago), moose, skunk, various rivers and counties).

II. OBJECTIVE B
Describe the influences of key figures and groups in the history of Illinois.

A. Using primary sources, identify and evaluate key figures (i.e., Pontiac, George Rogers Clark, Shadrach Bond, Elija Lovejoy).
B. Recognize the impact of religious groups (i.e., Bourbonnais, Mormons, Amish).
C. Recognize and evaluate the impact of Native American groups in today’s society (i.e., legal protection to preserve their heritage and customs).

III. OBJECTIVE C
Identify environmental factors that drew and influenced settlers to Illinois.

A. Analyze why prairies and plains led to immigration of European groups (i.e., Swedes, Irish, Italians, etc.).
B. Compare and evaluate use of the land and its resources in communities past and present (i.e., pollution, decrease of rural areas, and increase of urban sprawl).

IV. OBJECTIVE D
Describe the factors that influenced the development of transportation and trade in Illinois.
Using diaries and oral tradition as primary sources, evaluate the influx of immigrants:

A. The rise of the railroad system (i.e., Chicago-Rockford-Galena, Illinois Central settlements).
B. The rise of trade through the river systems (i.e., Illinois-Michigan canals).
C. The rise of meat packing and processing industry (i.e., Chicago stockyards as Armour, Swift, and Cudahy).
D. The rise of retail industry (i.e., Montgomery Wards, Sears & Roebuck, Marshall Field’s).
History Course Outline

GRADE 7

Goal #3 - Be able to understand the development of significant leaders, events, and factors in world history.

Mastery of these objectives has occurred in previous grades. Maintain these objectives as appropriate.
History Course Outline

GRADE 7

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through the Reconstruction Period.

I. OBJECTIVE A
Describe early Native American cultures in the U.S.

A. Identify the following Native American peoples according to their locations and describe how their environment affected their cultures (including, but not limited to):
   - North - Eskimos
   - Northwest Coast - Chinook
   - Southwest - Pueblo, Comanche
   - Plains - Cheyenne, Sioux
   - Southeast - Cherokee, Seminole
   - Northeast - Algonquin, Iroquois

B. Identify the following:
   - Religion: totems, kiva, potlatch, and shaman
   - Government: League of the Iroquois
   - Environment: “slash-and-burn” agriculture
   - Recreation: Lacrosse, dance forms

II. OBJECTIVE B
Explain the contributions of key individuals in U.S. history. (including, but not limited to):

A. The Age of Exploration
   - Coronado
   - Jacques Cartier
   - Henry Hudson

B. Colonial America
   - Peter Zenger
   - Benjamin Franklin
   - Anne Dudley Bradstreet

C. Revolutionary War
   - Crispus Attucks
   - Molly Pitcher
   - General Comwallis
   - Benedict Arnold
   - John Paul Jones
   - Marquis de Lafayette
   - Casimir Pulaski

D. The New Nation
   - John Locke
   - Thomas Jefferson
   - Benjamin Franklin
   - James Madison
   - Patrick Henry
E. The Westward Expansion
   Daniel Boone
   Zebulon Pike
   Tecumseh

F. Civil War
   Abraham Lincoln
   Jefferson Davis
   Robert E. Lee
   Thomas “Stonewall” Jackson
   George B. McClellan
   Ulysses S. Grant
   George Meade
   William Tecumseh Sherman
   Frederick Douglass
   Harriet Tubman
   Harriet Beecher Stowe
   Dorothea Dix
   Dr. Elizabeth Blackwell
   Clara Barton
   Louisa May Alcott

G. The Reconstruction Period
   Andrew Johnson
   Thaddeus Stevens
   Hiram Revels
   Blanche K. Bruce

III. OBJECTIVE C
Explain the contributions of significant groups of people in U.S. history.

A. The Age of Exploration
   Native American People
   European explorers
   Spanish missionaries

B. Colonial America
   Separatists
   Sons and Daughters of Liberty
   Quakers Pennsylvania Dutch

C. Revolutionary War
   The Minutemen
   The Green Mountain Boys
   Patriots
   Loyalists
   Tories

D. The New Nation
   Committees of Correspondence
   Federalist/Antifederalists
   Pacifists

E. The Westward Expansion
   Pioneers trailblazers
   War Hawks
   Corps of Discovery

F. Civil War
   Contrabands
   54th Massachusetts Infantry
   Copperheads
The Reconstruction Period
Radical Republicans
Freedmen’s Bureau
Carpetbaggers
Scalawags
Sharecroppers
Ku Klux Klan

IV. OBJECTIVE D
Describe the significant factors that shaped colonization and immigration to the U.S.
A. Religious freedom - pilgrims and puritans
B. Global social, economic and political conditions
   1. Indentured servants
   2. African slave trade
   3. The Great Awakening

V. OBJECTIVE E
Trace patterns of migration and describe their impact on the U.S.
A. Investigate the origins and consequences of the French and Indian War.
B. Assess the significance of the Lewis and Clark expedition.
C. Describe how early state and federal policy influenced various Native American tribes.

VI. OBJECTIVE F
Identify and discuss significant factors that led to wars involving the U.S. and their consequences.
A. Analyze the cause and effect relationships that influenced the development of U.S. domestic and foreign policy.
B. Explore the diplomatic and political developments that led to the resolution of conflicts with Britain, Mexico, and Russia in the period 1812-1850.

VII. OBJECTIVE G
Describe how industrialization affected the social and economic structures of Americans.
A. Characterize how slavery shaped social and economic life in the South after 1800.
B. Investigate the social and economic effects of the factory system.
C. Trace the development of labor unions.
VIII. OBJECTIVE H
Describe how scientific and technological inventions shaped the lives of Americans.

A. Explore how major scientific and technological developments influenced various aspects of society.
   1. Religious
   2. Cultural
   3. Political
   4. Social
   5. Economic
B. Connect the impact of scientific and technological developments to their effects on urban and rural life.

IX. OBJECTIVE I
Explain the development of values, traditions and customs in the U.S.

A. Recognize the contributions of the Native American Peoples.
B. Analyze the influences of European perspectives on the development of culture in the U.S.
C. Explain the importance of religious freedom upon the development of U.S. culture.
D. Develop the concept of separation of church and state.
E. Trace the development of family and gender roles in America from the period of colonial America through the industrialization of America.

X. OBJECTIVE J
Discuss how the U.S. became a world power.

A. Introduce the relationship between U.S. geographic expansion and global recognition.
B. Recognize the importance of the development of the U.S. political system.

Goal #5 is not applicable at this level.
Government Course Outline

GRADE 7

Goal #1 - Be able to understand and explain basic principles of democratic government.

Goal #2 - Be able to understand and explain the structure and functions of the political systems of Illinois and the U.S.

Continue to develop these goals and objectives.

The mandatory Illinois State and/or U.S. Constitution Tests may be administered during Grade 7.
Geography Course Outline

GRADE 7

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Maintain basic skills relating to maps, globes, etc.
B. Maintain the use of historical and current data to review the elements of maps and globes by locating continents, countries, etc.
C. Maintain basic geography skills by having students create their own topographic maps.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Maintain the five themes of geography by using various types of maps.
   1. Historical maps
   2. Demographic maps
   3. Time Zone maps
   4. Cartograms
B. Maintain the five themes of geography using various types of technology.
   1. Satellite photographs
   2. Internet resources

III. OBJECTIVE C
Explain characteristics and interactions on the earth’s physical systems.

A. Maintain how the forces of nature changed the environment and affected U.S. history up to the Reconstruction Era.
B. Interpret how man coped with Earth’s natural forces.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Maintain how the needs of people gave rise to the development of U.S. trade routes over land and sea.
B. Recognize how the U.S.’s climate has affected people (North vs. South) and their environment.
C. Maintain how geographic factors influenced the growth of cities.
D. Introduce the impact of the westward expansion (i.e., Gold Rush).
Economics Course Outline

GRADE 7

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to be exercised specifically in accordance with sections #2401-#2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
Understand and identify limits of proper and ethical methods within the corporate environment.

A. Review the Seventh Commandment
   1. It commands justice and charity in the use of earthly goods and manufactured goods that have been produced by workers.
   2. It recognizes the gift of the earth to the whole of humanity.
B. Explore the concept that economic life is meant to serve all persons.
   1. Human work is a duty
   2. Everyone should make use of her/his talents to contribute to the common good.
   3. Access to employment and to profession must be open to all without unjust discrimination.
   4. All persons have the right to a just wage.
C. Recognize that a significant part of economic and social life depends on the honoring of contracts.
D. Discuss the moral responsibility of those who hold goods and services.
   1. Using them in moderation
   2. Benefiting the greatest number of people

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Human work is meant to continue the work of creation.
B. Work can be a means of sanctification.
C. Society needs to increase each person’s ability to respond to her/his vocation.

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. Develop an understanding of why profit cannot be the only goal of economic activity.
   1. May lead to the enslavement of persons.
   2. May not recognize the basic rights of individuals and of groups.
   3. May use goods and production in ways that fail to recognize our moral obligation to future generations.
B. Economic life is ordered first of all to the service of persons and of the entire human community.
   1. Everyone should be able to provide for her/his life, the family’s life and serve the human community through work.
   2. Those responsible for business enterprises are responsible to society of the economic and ecological effects of their operations.

IV. **OBJECTIVE D**
Recognize that nations have a responsibility to create systems and mobilize their resources toward objectives of moral, ethical, cultural and economic development.

A. Rich nations have a moral responsibility toward those nations that are unable to ensure the means of their own development.
B. The goods of the earth are entrusted to the stewardship of the human community of all peoples.

V. **OBJECTIVE E**
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Maintain the meaning of the works of mercy as charitable actions by which we come to the aid of our neighbors in their spiritual and bodily needs.
   1. Spiritual Works of Mercy
   2. Corporal Works of Mercy
B. Use references that show that giving alms to the poor is one of the chief witnesses to charity.
   1. Old Testament readings, such as *Deuteronomy 15:1-11*, the Sabbatical Year.
   2. New Testament readings, such as *Matthew 25:31-46*, Jesus invites us to recognize His own presence in the poor who are His brethren.
   3. Examples found in the lives of canonized saints (#2449)
Economics Course Outline
GRADE 7

Goal #2 - Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and service.

I. OBJECTIVE A
Describe different economic systems--advantages and disadvantages.

A. Trace the development of the economic system in the United States through the Reconstruction Period.
   1. Immigration
   2. Slavery
   3. Factories
      a. Early factories produced textiles
      b. Samuel Slater and other English industrial workers brought the knowledge of how to build textile mills to the United States.
      c. Mass production
      d. The industrial work force
   4. Transportation

B. Describe how economic developments and government policies through the Reconstruction Period have shaped the United States economy.
   1. Mercantilism
   2. Navigation and Trade Acts
   3. Protective tariffs

II. OBJECTIVE B
Describe the relationship between wages and productivity, wages and career choices, and wages and educational choices.

A. Review the dignity of work and the rights of workers to a just wage.
B. Explore the place of money in your values and lifelong goals.
C. Know what type of career you will need to reach your goals.
D. Be able to explain how workers affect their productivity through training and education.

III. OBJECTIVE C
Describe unemployment and underemployment and their causes.

A. Recognize the influence of factors that may cause unemployment or underemployment.
   1. Seasonal fluctuation in jobs
   2. Supply and demand
   3. Changing jobs
   4. National spending
   5. Introduction of technology
C. Explore the effects on employment of global interdependence.
IV. OBJECTIVE D
Describe role of trade in a nation’s economy.

A. Describe economic motivations that attracted Europeans and others to the United States, 1500 through the Reconstruction Period.
B. Review that industrialization began in the United States during the 1820's and 1830's.
C. Understand that protective tariffs for imported goods were intended to encourage Americans to buy U.S. goods.
D. Review the beginning of American factories.
E. Trace the development of transportation.
Economic Course Outline

GRADE 7

Goal #3 - Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
This objective was mastered in 6th grade. Maintain as necessary.

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. Define and give examples of commutative, legal, and distributive justice. (#2411)
B. Explore factors which producers consider (including, but not limited to):
   Resources
   Production
   Transportation/distribution
   Work force
   Competition
   Target audience
   Inflation
C. Explore factors which consumers consider (including, but not limited to):
   Need/interest, person’s values
   Tradition/history, income

III. OBJECTIVE C
This objective was mastered in 6th grade. Maintain as necessary.
Economic Course Outline

GRADE 7

Goal #4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
Identify goods and services provided by government, why, at which level, and how funded through types of taxes.

A. Review the following: taxes, tariffs.
B. Explore services provided by the government (building of roads, houses, schools, and prisons; fire and police protection; government employment salaries, health, welfare, etc.).
C. Explore types of taxes, such as city, state, and federal (sales tax, income tax, residential & property-school district).
D. Discuss the benefits and disadvantages of taxes.

II. OBJECTIVE B
Explain how laws and government policies establish rules that help market economy function.

A. Define the following:
   - Laissez-faire government as opposed to government regulated Economy
   - Granges
   - Tariff of Abominations
   - The Whiskey Rebellion
B. Explain the laws and policies that the government passed to regulate the economy up to and including the Reconstruction Era.
C. Discuss the rationale for these laws and policies during war time and peace time periods.
Sociology Course Outline

GRADES 7 & 8

Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
   Compare characteristics of cultural diversity.
   A. Know the major events that shape the various cultures. (i.e., Industrial Revolution, immigration, and wars).
   B. Understand how language, ideas, and institutions of one culture can influence other cultures (i.e., European influence on American culture, spread of American culture, etc.).
   C. Describe the importance of cultural unity and diversity within and across groups.
   D. Predict how data and experiences may be interpreted by people from diverse cultural perspectives.
   E. Understand ways in which cultural characteristics have been transmitted from one society to another.

II. OBJECTIVE B
   Understand individual development and identity in society.
   A. Realize the impact individual upbringing has on personal identity (i.e., faith, environment, values, moral code, and family structure and relationships).
   B. Recognize the effects of personal decision making on American society.
   C. Evaluate the impact of biases, prejudices, and discrimination on American Society.
   D. Analyze the impact of stereotyping, conformity, altruism, and other behaviors on individuals and groups.

III. OBJECTIVE C
   Understand how social systems form and develop over time.
   A. Define social systems. (Definition: Interaction among individuals, groups, and institutions based upon religion, language, literature, arts, and traditions.)
   B. Identify the formations and changes within social systems throughout American history.
      1. Exploration
      2. Colonization
      3. Expansion
      4. Immigration
IV. **OBJECTIVE D**
Understand how groups and institutions meet individual and societal needs.

A. Describe the evolution of the institutions that meet the societal needs of the United States. (i.e., civil rights movement, women’s movement, and child labor laws).

B. Evaluate the benefits of a democratic society.

C. Realize the value of participation in biblical stewardship and service.

D. Evaluate the benefits and responsibilities of belonging to the Catholic community.
History Course Outline

GRADE 8

Goal #1 - Be able to apply the skills of historical analysis and interpretation.

I. OBJECTIVE A
Differentiate time frame among past, present and future.

A. Maintain the concept of the past using time line, charts, maps, graphs, tables and scientific methods, such as carbon 14 dating.
B. Maintain the concept of the present through analysis of current events (i.e., newspapers, television news, internet, speakers, etc.).
C. Maintain the concept of the future by predicting the effects of science and technology on society.

II. OBJECTIVE B
Explore how people in different times and places viewed the world.

A. Maintain the concept of how people lived during the Reconstruction Period.
B. Maintain the concept of how people lived during the “Gilded Age”, 1870-1890 (i.e., cultural, political, economical and social influences).
C. Develop the concept of United States’ involvement in global wars (i.e., World War I, World War II, Korean War, Vietnam War, etc.).

III. OBJECTIVE C
Ask historical questions and seek answers by collecting and analyzing data from historical sources.

A. Use primary sources such as the United States Constitution, Monroe Doctrine, and John F. Kennedy’s Inaugural Address, etc.
B. Use secondary sources, such as Walden Pond, Great Gatsby, and Carl Sandburg’s works.

IV. OBJECTIVE D
Identify differences between historical fact and interpretation.

A. Develop factual information using primary sources (see III A above)
B. Introduce political cartoons, such as John Nast’s works.

V. OBJECTIVE E
Make inferences about historical events using primary and secondary sources.

A. Relate Sinclair Lewis’ The Jungle to the horrors of the meat packing industry.
B. Interpret Martin Luther King, Jr’s “I Have a Dream” speech and its effect on the Civil Rights Movement.
VI. OBJECTIVE F
Compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented.

A. Further discuss the Ku Klux Klan movement and its effects on society.
B. Recognize “yellow journalism” and its effect on U.S. imperialism (Hearst, Pulitzer, and Remington).
C. Assess the Supreme Court’s decision in regard to Roe vs. Wade.

VII. OBJECTIVE G
Analyze and report historical events to determine cause and effect relationships.

A. Examine the effects of immigration on present American lifestyles.
C. The causes of the Cold War, 1945-1991, and the immediate and long-term effects.

VIII. OBJECTIVE H
Describe how historians use models for organizing historical interpretation (e.g., biography, political events, issues, and conflicts).

A. Thomas Brokaw’s The Greatest Generation.
B. Peter Jennings & Todd Brewster’s The Century.
C. J. F. Kennedy’s Profiles in Courage
History Course Outline

GRADE 8

Goal #2 - Be able to understand the development of significant leaders, events, and factors in Illinois history from the Native Americans through modern times.

Mastery of these objectives have occurred in previous grades. Maintain these objectives as appropriate.

Goal #3 - Be able to understand the development of significant leaders, events, and factors in world history.

Mastery of these objectives have occurred in previous grades. Maintain these objectives as appropriate.

Goal #4 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the period of exploration through 1945.

Mastery of these objectives have occurred in previous grades. Maintain these objectives as appropriate.
History Course Outline

GRADE 8

Goal #5 - Be able to understand the development of significant leaders, events, and factors in U.S. history from the Reconstruction Period to the present.

I. OBJECTIVE A
Explain the contributions of key individuals (including, but not limited to):

A. Immigration (late 1800s early 1900s)
   - Alexander Bell
   - Irving Berlin
   - Joseph Pulitzer
   - Sacco
   - Vanzetti

B. Industrialization
   - Thomas Edison
   - George Eastman
   - Andrew Carnegie
   - Swift and Armour
   - Eugene Debs
   - Henry Cabot Lodge
   - Samuel Gompers

C. Urbanization
   - Ida Tarbell
   - Jane Addams
   - Louis Sullivan
   - Frank Lloyd Wright
   - James Whistler

D. Reform Movement
   - Upton Sinclair
   - Jacob A. Riis
   - Susan B. Anthony
   - Thomas Nast
   - W.E.B. DuBois
   - Robert La Follette

E. Age of Imperialism
   - William Seward
   - Queen Liliuokalani
   - Theodore Roosevelt
   - Randolph Hearst
   - Walter Reed

F. World War I
   - President Woodrow Wilson
   - General John Pershing
   - Bernard Baruch
   - George M. Cohan
   - Horatio Alger
   - Langston Hughes
II. OBJECTIVE B
Explain the contributions of significant groups of people in U.S. History (including, but not limited to):

A. Immigration
Oral history of great-grandparents, grandparents, and relatives
Factory workers
Members of Religious Orders

B. Industrialization
Captains of Industry
Labor unions
Entrepreneurs
“Muckrakers”
Philanthropists

C. Urbanization
Presidents (Hayes, Garfield, Arthur, Cleveland)
Grangers
Political machines
Salvation Army
Boy Scouts and Girl Scouts of America

D. Reform Movement
Presidents (T. Roosevelt, Taft, Wilson)
Political parties
Political lobbyists
Women suffragettes
Red Cross

E. Age of Imperialism
Rough Riders

F. World War I
Allies
Doughboys
The Big Four

G. Depression
Farmers
Veterans
The Bonus Army

H. World War II
Women factory workers
Volunteers for military service
Baby boomers
I. **Global Awareness**
   - United Nations
   - Civil Rights leaders
   - Pacifists
   - Peace Corps
   - POWs and MIAs

III. **OBJECTIVE C**
    **Describe the causes and effects of modern immigration.**
    
    A. Define the term “New Tide of Immigration” of the late 20th century.
    B. Determine the many causes of people emigrating to the U.S. from Latin America, Asia, the former Soviet Union, and Mexico.
       1. U.S. viewed as a land of newfound opportunity and freedom.
       2. People fled from poverty, civil wars and dictatorships, economical and social problems.
    C. Analyze the effects of recent immigration to the U.S.
       1. Illegal aliens
       2. Effects of resources of society, etc.
    D. Laws enacted by Congress to address the problems of illegal immigrants.
       1. Immigration Act of 1965
       2. Immigration Reform and Control Act (1986)
       3. Illegal Immigrant Reform and Immigrant Responsibility Act (IIRRA)
       4. Welfare Reform Act
    E. Identify contributions of immigrants in engineering, science, source of labor, sports, movies, the arts, and culture.
    F. Compare and contrast the immigration that occurred in the years 1981-2000 from earlier waves of immigration.

IV. **OBJECTIVE D**
    **Identify and discuss significant factors that led to wars/conflicts involving the U.S. and their consequences.**
    
    A. “Yellow Journalism” and the Spanish American War
    B. Colonial rivalries, alliances, nationalism and militarism and World War I
    C. Sinking the Lusitania by German U-Boats and World War I
    D. Rise of dictators (i.e., Stalin, Hitler, Mussolini) and World War II
    E. German Blitzkrieg, an attack on Poland and World War II
    F. Japanese attack on Pearl Harbor and America’s entry into World War II
    G. Air strikes in Iraq and the Persian Gulf War
    H. Desire to restore Kuwait’s independence and Operation Desert Storm
    I. Breakup of Yugoslavia

V. **OBJECTIVE E**
    **Describe how scientific and technological advances influence the lives of Americans.**
    
    A. Identify the terms and names of the following (including, but not limited to):
       Early computers - ENIAC-1946
       Apple Computer Company - 1977
       Bill Gates
       Internet
       E-commerce and Jeff Bezos
       Service Economy
       Information Revolution
B. Identify the scientific and technological innovations and explain how they changed the way Americans live, learn, work, and communicate (including, but not limited to):

- Technological accomplishments (computers, cellular phones, e-mail, etc)
- Scientific breakthroughs (lasers and surgical instruments, new drugs to cure cancer and HIV, cloning the first mammal, a sheep—refer to *Sharing Catholic Social Teachings*, pp. 4 and 5)
- Other scientific advances (an international space station to research the stars, planets, and galaxies built by the U.S. and other nations)
- Environmental awareness (recycling and conserving)

VI. **OBJECTIVE F**

**Explain the development of values, traditions and customs in the U.S.**

A. Continue understanding and celebrating background and origins of our patriotic holidays and religious holy days.

B. Continue appreciating the variety of cultural traditions that make our nation unique such as Cinco de Mayo (May 5), Kwanzaa, Chinese New Year, etc.

C. Explain how the following mottoes, quotes, maxims, etc. that shape our American value system (including, but not limited to):

1. “Royalty has no place in American society”
2. “God helps those who help themselves”
3. “Education is the key to success”
4. “Everyone can achieve the American Dream”
5. “America is the land of equal opportunity”
6. “Carpe diem”—seize the day

VII. **OBJECTIVE G**

**Describe the various roles of the family at work and in the community.**

A. Define what constitutes a “family” in this modern age.

B. Explain how religion is a basic element of family life.

C. Identify the changes in family during times of crisis, unemployment, illness, divorce, death, winning the lottery, etc.

D. Describe how a member of the family has to modify role at work, based on family needs/changes.
Government Course Outline

GRADE 8

The mandatory Illinois State and U.S. Constitution Tests must be administered and passed prior to Grade 8 graduation.

Goal #1- Be able to understand and explain basic principles of democratic government. *Refer to SHARING CATHOLIC SOCIAL TEACHING

I. OBJECTIVE A
Know the basic rights and responsibilities of a Christian citizen.

A. Relate Catholic social teachings to issues regarding the dignity of the human person.
1. Abortion
2. Assisted suicide
3. Human cloning

B. Relate Catholic social teachings to the dignity of work and the rights of workers.
1. Productive work
2. Fair wages
3. Right to join unions

C. Analyze forms of injustice found in today’s society (including, but not limited to):
1. Labor (i.e. sweatshops, underemployment, etc.)
2. Health care
3. Housing

II. OBJECTIVE B
Understand key documents and symbols of government and the church.

A. Make use of the following documents of the Catholic Church:
1. The Bible
2. Catechism of the Catholic Church
3. Papal encyclicals (i.e., Rerum Novarum - On the Conditions of Workers)
4. Current writings of the Bishops of the United States (i.e., Sharing Catholic Social Teaching and Faithful Citizenship: Civil Responsibility for a New Millennium.)

B. Make use of the following documents of the government of the United States and the State of Illinois.
1. Declaration of Independence
2. Constitution of the United States
3. Illinois Constitution

C. Recognize the significance of the following symbols:
1. Papal Flag
2. The historic flags of the United States
3. The Great Seal of the United States
4. Illinois State Flag
5. The Seal of the State of Illinois
6. Your county flag (i.e. Winnebago, Kane, Boone, etc.)
III. **OBJECTIVE C**
Understand the role and sources of authority of legitimate secular and religious leaders.

A. Understand the extent of global authority and guidance of our Roman Catholic Pontiff, the Holy Father.
   1. Biblical reference: “I will give unto you the Keys to the Kingdom.” (Matthew 16:17-19)
   2. Continuous chain of authority from the first Pope, Peter, to the present Pope
   3. Infallibility: The Chair of St. Peter (Ex Cathedra)
   4. Hierarchy of the Church

B. Analyze the representative (Republicanism) form of government.
   1. United States Constitution
   2. Illinois State Constitution
Government Course Outline

GRADE 8

Goal #2 - Students will be able to understand and explain the structure and functions of the political systems of Illinois and the United States.

I. OBJECTIVE A
Comprehend the structure and function of the three branches of government.

A. Apply knowledge of Legislative Branch of the government (Article I) (i.e. Congress; committees, powers, lobbies).
B. Apply knowledge of the Executive Branch of the government (Article II) (i.e., Presidency, veto power, Electoral College, Cabinet, and Agencies).
B. Apply knowledge of the Judicial Branch of the government (Article III) (i.e., Supreme Court, Appeals Court and District Courts; include terms and duties applicable to each court).
D. Understand the system of Checks and Balances.

II. OBJECTIVE B
Know the functions of the three levels of government (local, state, and national).

A. Understand how your city and county government functions (i.e., mayor and city council, police and fire protection, taxes).
B. Review the responsibilities of the State as defined in the Illinois State Constitution (i.e., responsibilities for highway construction, intrastate commerce, traffic laws, education, voting regulations, amendments, etc.).
C. Review U.S. (national) government (see I of Goal #2, above), i.e., national defense, foreign policy, interstate matters, coinage of money, amendment, etc.).
Geography Course Outline

GRADE 8

Goal #1 - Understand U.S. and world geography and their effects on society.

I. OBJECTIVE A
Demonstrate basic skills required to study geography.

A. Maintain basic skills relating to maps, globes, etc.
B. Maintain the use of historical and current data to review the elements of maps and globes by locating continents, countries, etc.
C. Maintain basic geography skills to create their own topographic maps.

II. OBJECTIVE B
Locate, describe, and explain places, regions, and features on the earth.

A. Maintain the five themes of geography by using various types of maps.
   1. Historical maps
   2. Demographic maps
   3. Time Zone maps
   4. Cartograms
B. Maintain the five themes of geography using various types of technology.
   1. Satellite photographs
   2. Internet resources

III. OBJECTIVE C
Explain characteristics and interactions on Earth’s physical systems.

A. Maintain how the forces of nature changed the environment and affected U.S. history up to the Reconstruction Era.
B. Interpret how man coped with Earth’s natural forces.

IV. OBJECTIVE D
Understand relationships between geographic factors and society.

A. Maintain how the needs of people gave rise to the development of U.S. trade routes overland and sea.
B. Recognize how the U.S.’s climate has affected people (North vs. South) and their environment.
C. Maintain how geographic factors influenced the growth of cities.
D. Develop the impact of the Westward Expansion (i.e., Gold Rush).
Economic Course Outline

GRADE 8

Goal #1 - Be able to understand and explain that premises of economic activity and social justice are to exercised specifically in accordance with sections #2401- #2449 of the Catechism of the Catholic Church.

I. OBJECTIVE A
Understand and identify limits of proper and ethical methods within the corporate environment.

A. Recognize that the social doctrine of the church developed in the nineteenth century as a result of the effects of modern industrial society.
   1. New structures for the production of consumer goods
   2. New concept of society, the state and authority
   3. New forms of labor and ownership
B. Develop the concept that goods of production --material or immaterial-- such as land, factories, practical or artistic skills, oblige their possessors to use them in ways that will benefit the greatest number of people.
C. Introduce what it means that political authority has the right and duty to the legitimate exercise of the right to ownership for the sake of the common good.

II. OBJECTIVE B
Understand that occupations are vocations designed by God for service to God and humankind.

A. Review the meaning of “vocation.”
B. Investigate various forms of religious life.
C. Continue to develop career awareness.

III. OBJECTIVE C
Know that those involved in business have an obligation to the common good, not simply to the increase of profits.

A. Economic life is meant to provide for the needs of human beings.
B. It is a sin against human dignity to reduce persons to their productive value or to a source of profit.
C. Reasonable regulation of the workplace is meant to promote the common good.

IV. OBJECTIVE D
Recognize that nations have a responsibility to create systems and mobilize their resources toward objectives of moral, ethical, cultural, and economic development.

A. Define “universal destination of goods” as meaning that the goods of the earth are destined for the whole human race.
B. Explain what it means that political authority has the right and duty to regulate the legitimate exercise of the right to ownership for the sake of the common good.

C. Explore ways in which the state oversees the protection of human rights in the economic sector.
   1. Guarantee of individual freedoms.
   2. Guarantee to the right of private property.
   3. Provides a stable currency.
   4. Oversees public services.

V. OBJECTIVE E
Understand that giving alms to the poor is an economic and social responsibility; it is also a work of justice pleasing to God.

A. Review the meaning of the works of mercy as charitable actions by which we come to the aid of our neighbors in their spiritual and bodily needs.
   1. Spiritual Works of Mercy
   2. Corporal Works of Mercy

B. Discuss the concept of the Church’s preferential love of the poor, *Catechism of the Catholic Church*. (#2448)
Economic Course Outline

GRADE 8

Goal #2 - Be able to understand how different economic systems operate in the exchange/trade, production, distribution, and consumption of goods and services.

I. OBJECTIVE A
Describe different economic systems--advantages and disadvantages.

A. Trace the development of the economic system in the United States after the Reconstruction Period.
B. Describe how economic developments and government policies after the Reconstruction Period have shaped the development of the United States economy.
   1. Industrialization
   2. Labor
   3. Urbanization
   4. Immigration

II. OBJECTIVE B
Describe the relationship between wages and productivity, wages and career choices, and wages and educational choices.

A. Review the dignity of work and the rights of workers to a just wage.
B. Explore the place of money in your values and lifelong goals.
C. Know what type of career you will need to reach your goals.
D. Be able to explain how workers affect their productivity through training and education.

III. OBJECTIVE C
Describe unemployment and underemployment and their causes.

A. Understand key influences on an economy.
   1. Know how people, events, and key forces influence employment and unemployment.
   2. Know how laws have affected the economy.
B. Describe how the world’s financial network is intertwined.
C. Understand the relationship of supply and demand.
D. Recognize how technology is affecting economics.
IV. **OBJECTIVE D**  
Describe the role of trade in a nation’s economy.

A. Describe major economic influences since 1865 that could influence a nations’ trade relations.  
1. Banking  
2. Labor  
3. Scientific progress  
4. Technological progress  
   a. Weaponry  
   b. Transportation  
   c. Printing press  
   d. Microchips

B. Describe the patterns of the United States since 1865.
Economic Course Outline

GRADE 8

Goal #3 – Be able to understand that scarcity requires choices by consumers and producers.

I. OBJECTIVE A
This objective was Mastered in grade 6. Maintain as necessary.

II. OBJECTIVE B
Identify factors which producers and consumers consider when making choices.

A. Define the terms: "free enterprise," “law of supply and demand,” “business cycle” (boom, bust, depression, recession, inflation).
B. Explore factors which producers consider (including, but not limited to):
   - Talented inventors
   - Investors
   - Willing workers
   - Pro business government
   - Plenty of natural resources
   - Customer loyalty
   - Marketing / sales
   - Production / distribution
C. Explore factors which consumers consider (including but not limited to):
   - Income / capital
   - Status / education
   - Appeal of ads
   - Manner of payment
   - “Made in Hong Kong” - origin of item

III. OBJECTIVE C
This objective was mastered in grade 6. Maintain as necessary.
Economic Course Outline

GRADE 8

Goal #4 - Be able to understand the impact of government policies and decisions on the economy.

I. OBJECTIVE A
Identify goods and services provided by government, why, at which level and how funded through types of taxes.

A. Explore services provided by the government (including but not limited to):
   National defense, health care, education, transportation, recreation facilities, environment, veterans’ benefits.
B. Explain and discuss the reasons why the federal government should take an active role in managing the economy and providing for the welfare of its citizens.
C. Explore the historical background of government taxation of its citizens.
D. Identify types of taxes (including but not limited to):
   - Income tax - individual and corporate
   - Sales taxes
   - Estate taxes
   - Property taxes

II. OBJECTIVE B
Explain how laws and government policies establish rules that help a market economy function.

A. Define the role of the federal government during the post-depression era (New Deal), World Wars I & II, from a manufacturing economy to service economy.
B. Define the terms: deregulation, Reaganomics, NAFTA
C. Site examples, such as laws guaranteeing a minimum wage, and/or workers safety.
Sociology Course Outline
GRADES 7 & 8

Goal #1 - Understand U.S. and world social systems.

I. OBJECTIVE A
Compare characteristics of cultural diversity.

A. Know the major events that shape the various cultures. (i.e., Industrial Revolution, immigration, and wars).
B. Understand how language, ideas, and institutions of one culture can influence other cultures (i.e. European influence on American culture, spread of American culture, etc.).
C. Describe the importance of cultural unity and diversity within and across groups.
D. Predict how data and experiences may be interpreted by people from diverse cultural perspectives.
E. Understand ways in which cultural characteristics have been transmitted from one society to another.

II. OBJECTIVE B
Understand individual development and identity in society.

A. Realize the impact individual upbringing has on personal identity (i.e., faith, environment, values, moral code, and family structure and relationships).
B. Recognize the effects of personal decision making on American society.
C. Evaluate the impact of biases, prejudices, and discrimination on American Society.
D. Analyze the impact of stereotyping, conformity, altruism, and other behaviors on individuals and groups.

III. OBJECTIVE C
Understand how social systems form and develop over time.

A. Define social systems. (Definition: Interaction among individuals, groups, and institutions based upon religion, language, literature, arts, and traditions.)
B. Identify the formations and changes within social systems throughout American history.
   1. Exploration
   2. Colonization
   3. Expansion
   4. Immigration
IV. OBJECTIVE D
Understand how groups and institutions meet individual and societal needs.

A. Describe the evolution of the institutions that meet the societal needs of the United States. (i.e., civil rights movement, women’s movement, and child labor laws).
B. Evaluate the benefits of a democratic society.
C. Realize the value of participation in biblical stewardship and service.
D. Evaluate the benefits and responsibilities of belonging to the Catholic community.
SOCIAL STUDIES CURRICULUM BIBLIOGRAPHY

CATHOLIC RESOURCES


DOCUMENTS:


CATHOLIC WEBSITES

[http://www.vatican.va/](http://www.vatican.va/)  The Vatican


[www.rockforddiocese.org](http://www.rockforddiocese.org)  Variety of sites for Catholic services.


[http://www.catholicrelief.org/](http://www.catholicrelief.org/)  Catholic Relief Services

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BOOKS


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TEXT BOOKS


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Rand McNally Classroom Atlas. Chicago, IL

Silver Burdette Ginn. Atlas. Deerfield, IL

MAGAZINES


Civil War. (monthly)

Illinois History. Springfield, IL Old State Capital. (monthly)

Nuggets of History. Rockford Historical Society. (quarterly)


T.H.E. Journal. Palatine, IL: Technological Horizons in Education. (monthly)

WEBSITES

Search Engines:
Focus on strategies teachers can share with students to help them be efficient researchers.

http://searchenginewatch.com/webmasters/work.html How search engines work.

http://www.monash.com/spidap.html The Spider’s Apprentice (A guide to using search engines)


http://www.altavista.com/ Alta Vista

http://edweb.sdsu.edu/webQuest/searching/sevensteps.html Seven steps toward better searching (Alta Vista)

http://www.askgeeves.com Ask Jeeves

http://www.excite.com/ Excite

http://www.google.com Google

http://www.ycos.com/ Lycos

http://www.webcrawler.com Webcrawler

http://www.yahoo.com/ Yahoo
ERIC (Educational Resources Information Center)
Clearinghouse on Disabilities and Gifted Education:

http://eric.ed.gov/

Gifted Resources Curriculum Lists Page:

http://www.eskimo.com/

GENERAL SOCIAL STUDIES WEBSITES

www.AEtv.com Arts and Entertainment TV Channel

http://www.adlerplanetarium.org Adler Planetarium

www.apva.org/ Jamestown, Virtual Reality, historical documents, etc.

www.architecture.org Chicago Architecture Foundation

http://nativeamericannetroots.net/diary/718 Cahokia Native American Culture

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http://www.fieldmuseum.org/ Chicago Field Museum

www.gatech.edu Website for busy teachers

www.HistoryChannel.com TV History Channel

www.HistoryInternational.com TV History Channel

http://www.isgs.illinois.edu/ IL State Geological Survey

http://www.historysimulation.com/ Great company for ordering simulations-history, all area of the curriculum.
www.kids.infoplease.com  A kid’s almanac

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http://www.illinoiscivilwar.org/campfuller.html  Civil War: Camp Fuller, Rockford, IL

www.msichicago.org  Museum of Science and Industry

www.nationalgeographic.com  National Geographic

www.ncss.org/  National Council for the Social Studies

www.newberry.org  Newberry Library great research center – primary sources

www.nga.gov/  National Gallery of Art

http://www.nystromeducation.com  Nystrom Map Company


www.oi.uchicago.edu  Oriental Institute – World History

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www.state.gov/  U.S. State Department


www.un.org/  United Nations information

http://www.utexas.edu/cola/depts/geography/  Geography
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Catechism of the Catholic Church
   2415, 2416  Respect for creation
   2419-2425  Social doctrine of the Church
   2426-2436  Economic activity and social justice
   2437-2442  Justice and solidarity among nations
   2443-2449  Love for the poor
   1897-1904  Participation in social life
   1905-1912  Common good
   1928-1933  Respect for human person
   1934-1938  Equality
   1939-1942  Human solidarity
   2270-2275  Abortion
   2316  Arms production, arms trade
   2311  Conscientious objectors
   2437-2440  Development Aid
   2276-2277  Euthanasia, Care of handicapped
   1807  Justice
   2439-2462  Poverty
   2266  Death Penalty
   2307-2328  War

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Teaching the Five Themes of Geography.  Frank Shaffer Publications  Torrence, CA.

The Illinois Adventure:  Gibbs-Smith Publisher, Salt Lake City.

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Around the World.  Atlas Program (Apple computers)

Finding Your Bearings.  AIMS