



Diocese of Raleigh

Social Studies Curriculum

Kindergarten

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

KINDERGARTEN SOCIAL STUDIES

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand change over time. (K.H.1)</p>	<p>1.1 Explain how people change over time (self and others). (K.H.1.1)</p>	<p>Recognize changes in the classroom and school environments.</p>
	<p>1.2 Explain how seasons change over time. (K.H.1.2)</p>	<p>Observe and summarize changes within communities.</p>
	<p>1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.). (K.H.1.3)</p>	<p>Identify events that take place in sequence.</p>
	<p>1.4 Identify events in temporal order.</p>	<p>Sequence events that are important to school, family and church. Use a calendar to place days, weeks, and months in proper order.</p>
<p>2. Understand that history relates to events, people, and places of other times.</p>	<p>2.1 Describe how people lived in earlier times and how their lives would be different today.</p>	<p>Recognize the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin.</p>
	<p>2.2 Explain the significance of historic groups, e.g., Pilgrims and Native Americans.</p>	

STRAND C Geography and Environmental Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Use geographic representations and terms to describe surroundings. (K.G.1)	1.1 Create and interpret simple maps, models, and drawings of the home, school, and other environments.	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, churches and transportation lines.
	1.2 Use maps to locate places in the classroom, school and home. (K.G.1.1)	
	1.3 Use globes and maps to locate land and water features. (K.G.1.2)	
	1.4 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) (K.G.1.3)	Identify and describe plants, animals, land and water forms, and other natural features.
	1.5 Identify the relative locations of objects in the classroom using positional words (near/far, left/right, above/beneath, etc.) (K.G.1.4)	Use terms to describe the relative size and shape of things and places.
2. Understand the interaction between humans and the environment. (K.G.2)	2.1 Explain how people adapt to weather conditions. (K.G.2.1)	
	2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.) (K.G.2.2)	
	2.3 Explain how some natural and human resources are used within the community.	
	2.4 Identify natural resources that are important to one's self.	
3. Describe the locations of people, places, and environments and describe their characteristics.	3.1 Identify changes in environment at school, home and community.	

STRAND D Economics and Financial Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand basic economic concepts. (K.E.1)</p>	<p>1.1 Explain how families have needs and wants. (K.E.1.1)</p>	<p>Talk about goods and services provided in communities.</p>
	<p>1.2 Explain how jobs help people meet their needs and wants. (K.E.1.2)</p>	<p>Give examples of how money is used by a family and within the communities, such as spending and saving.</p>
	<p>1.3 Recognize that the dignity of work is related to physical and social needs of the individual or groups within the community.</p>	<p>Describe how people obtain food, shelter, and clothing. Recognize that we must help those in need.</p>
	<p>1.4 Identify some uses of money by individuals and families.</p>	
<p>2. Understand the role of a variety of careers.</p>	<p>2.1 Identify different types of work.</p>	<p>Match simple descriptions of work that people do and the names of related jobs at school and in the community. Participate in activities that require division of labor.</p>
	<p>2.2 Explain how people work and use resources.</p>	<p>Relate work to needs.</p>
	<p>2.3 Explain that people earn money (income) by working.</p>	
	<p>2.4 Determine the difference between work and play.</p>	<p>Recognize the reasons for working.</p>

STRAND E Civics and Governance

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the roles of a <i>responsible</i> citizen. (1.C/G.1)</p>	<p>1.1 Exemplify positive relationships through fair play and friendship. (1.C/G.1.1)</p>	<p>Demonstrate ways to resolve conflicts in positive, affirming ways.</p>
	<p>1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. (1.C/G.1.2)</p>	<p>Name rules that exist at home, in the classroom and at school.</p>
	<p>1.3 Understand that being a good citizen involves acting in certain ways.</p>	<p>Follow rules, such as sharing and taking turns, and know the consequences of breaking rules.</p>
		<p>Learn examples of honesty, courage, determination, individual responsibility, and patriotism from stories and folklore.</p>
		<p>Identify beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>
<p>Identify responsible actions in self and others.</p>		
<p>2. Recognize authority, responsibility, and justice in a democratic society.</p>	<p>2.1 Describe jobs performed by community workers.</p>	
	<p>2.2 Identify relationships between community needs and community services.</p>	<p>Recognize examples of community service.</p>
	<p>2.3 Recognize why the school has service activities.</p>	<p>Participate in a school service activity.</p>
<p>3. Recognize national and state symbols and icons.</p>	<p>3.1 Identify the national and state flag, the bald eagle, and the Statue of Liberty.</p>	

STRAND F Culture

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how individuals are similar and different. (K.C.1)</p>	<p>1.1 Explain similarities in self and others. (K.C.1.1)</p>	<p>Identify role and position in family.</p> <p>Recognize that every child is loved by God and deserving of kindness.</p>
	<p>1.2 Explain the elements of culture (how people speak, how people dress, what foods they eat, etc.). (K.C.1.2)</p>	
	<p>1.3 Recognize value as a unique individual in the family and in the classroom community.</p>	<p>Recognize that every individual contributes to and is an important part of a family or community.</p>
	<p>1.4 Explain the importance of family life.</p>	<p>Recognize we all belong to the family of God.</p>
		<p>Discuss the relationship of family and the church and encourage participation in parish life.</p>
	<p>1.5 Demonstrate an understanding of social environment to real life situations.</p>	<p>Identify: school by name, classmates, school personnel, and the role of personnel.</p> <p>Describe aspects of the home environment and one's role in that environment.</p> <p>Compare and demonstrate an understanding of appropriate behavior in different environments, e.g., home vs. school.</p>
<p>2. Recognize holidays and special days in the community.</p>	<p>2.1 Identify religious and secular symbols associated with famous people and holidays of different cultures; give reasons for celebrating the holidays and special days.</p>	<p>Explore how families express their cultures through celebrations, rituals, and traditions.</p>
	<p>2.2 Compare customs of families in the local community and around the world.</p>	<p>Describe and compare customs, holidays and celebrations in the lives of students.</p>
	<p>2.3 Identify the purpose of commemorative holidays including the people and events honored, and the human struggles that were the basis for the events.</p>	<p>Discuss the reasons for holidays such as: Thanksgiving, Independence Day, President's Day, Martin Luther King, Jr. Day, Memorial Day, Labor Day, Columbus Day and Veteran's Day.</p>

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
<p>Make connections between Social Studies and Catholic Social Teachings.</p>	<p>Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation</p>
<p>Develop strategies for reading social studies materials and for increasing social studies vocabulary.</p>	<p>Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation</p>
<p>Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>	<p>Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places</p>
<p>Develop and apply strategies needed for effective incorporation of technology in the learning process.</p>	<p>Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied</p>