

Social Studies

Revised 2022

Social Studies as taught in Catholic schools place emphasis on the dignity and sacredness of the human person. This emphasis will accentuate the efforts of the faculty and administration to structure the educational experiences of the students in accord with basic Catholic doctrine.

The cognitive goal of social studies as a component of the Catholic school curriculum is to develop concretely for the students, those social forces, historical events, or natural phenomena which have influenced or continue to influence human development in a manner and to the degree appropriate for their level of maturity.

The study of social studies will give students an understanding to choose options which will contribute to the betterment of the human condition. In cooperation with other subject areas, social studies develops the analytical abilities of the students to identify, define, and resolve social problems. Intellectually and affectively, the social studies gives students a global perspective to recognize and accept responsible membership in the world community.

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*A unit of Arkansas History shall be taught as a social studies subject at each elementary grade level with greater emphasis at the fourth and fifth grade level. At least one full semester of Arkansas History shall be taught to all students in the seventh or eighth grade. This can be taught as one full semester or one nine weeks in 7th grade and one nine weeks in 8th grade.

PROGRAM GOAL I: HISTORY

PROGRAM OBJECTIVES:

SKILL LEVELS:

- A. Develops an understanding that the present is clarified through knowledge of the past.
- B. Develops the ability to identify and analyze events pertaining to the growth and development of the American nation.
- C. Demonstrates a knowledge of the various racial/ethnic groups and their contributions to the American nation.
- D. Demonstrates a knowledge of world history and the influence it has had leading from the past to the present.

- I-Introduce
- D-Develop
- M-Master/Maintain
- R- Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	HISTORICAL INQUIRY										
A1.	Demonstrates correct use of the time system and calendar in proper sequence, i.e., days of the week, months, special events, seasons, and holidays	I	I	D	D						
A2.	Uses sources of history, i.e. books, technology, pictures, museums, and local landmarks	I	I	D	D	D					
A3.	Recognizes that families, neighborhoods, and cities have histories	I	I	D	D	M	R	R	R	R	
A4.	Recognizes that customs, traditions, ideals, values, and beliefs of the past are still present today	I	I	D	D	D	D	M	R	R	
A5.	Identifies people who have influenced the local community and United States history and ways in which they are honored	I	I	I	D	D	D				D
A6.	Describes the relationship of people and events, and their effect on the past to the present in the United States and the world		I	D	D	D	D	D	D	D	
A7.	Identifies explorers and their reasons for their exploration	I	I	I	D	D	D	D			M
A8.	Locates the land regions of Native Americans and compares homes, foods, and customs			I	I	I	D				M

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
B.	AMERICAN HISTORY										
B1.	Identifies the European influence on American colonization and the effects of French, Spanish, and English exploration of North America					I	D				M
B2.	Demonstrates a knowledge of Native Americans and their effect on history and colonization	I	I	I	I	I	D				M
B3.	Identifies the causes, effects, and major historical figures of the French and Indian War						I				D
B4.	Identifies the causes and effects of the Revolutionary War					I	D				D
B5.	Demonstrates a knowledge of our founding fathers and their contributions to American History i.e Nathan Hale, Ethan Allen, John Paul Jones, Benedict Arnold				I		D				M
B6.	Identifies the causes, effects, and major historical figures of the Civil War					I	I				D
B7.	Explain federal indian policy and westward expansion from a variety of perspectives using multiple types of resources										I/D
B8.	Analyze economic, geographic, technological, and immigration effects associated with the industrial revolutions										I/D
B9.	Demonstrates an understanding of the Reconstruction Period, Industrial Period, and their effects (including politicians and their										I/D
B10.	Demonstrates a knowledge of the development of imperialism of the industrialized nations						I		D		D
B11.	Demonstrates a knowledge of the causes, effects, and major events of World War I										I/D
B12.	Develops an understanding of United States' domestic affairs and foreign policy during World War I										I/D
B13.	Demonstrates a knowledge of the causes, effects, major events, and historical figures of World War II										I/D
B14.	Develops an understanding of the changes in domestic affairs and foreign policy since World War II (i.e. the Civil Rights Movement)										I/D
B15.	Develops an understanding of Americans involvement in global affairs.									I	I/D

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B16.	Identifies significance of-major historic documents: Northwest Ordinance, Declaration of Independence, Constitution, Bill of Rights, etc.		I	I	I	D	D			D
C. CULTURE										
C1.	Develops an awareness of and can identify ethnic groups in the United States and around	I	I	I	D	D	M	R	R	R
C2.	Describes and notes the importance of knowing and respecting customs, values, and traditions of ethnic groups	I	I	I	D	D	D	D	D	D
C3.	Defines and has an understanding of human rights and can give examples of prejudice	I	I	I	D	D	D	D	D	D
C4.	Recognizes the major contributions of all ethnic groups				I	D	D	D	D	D
D. WORLD HISTORY										
D1.	Describes man's progression in the Stone Age							I/D		
D2.	Describes how early people contributed to modern civilization (i.e. planting crops, using fire, etc.)							I/D		
D3.	Identifies and describes first river civilizations (i.e. Tigris Euphrates, Nile, Indus, Yellow)							I/D	D	
D4.	Demonstrates a knowledge of the development of government and defines terms like democracy, monarchy, oligarchy, etc.						I	D	D	D
D5.	Identifies and develops an understanding of and significance of early cultures (i.e. Egyptian, Greek, Roman, Asian, and Byzantine)							I/D	D	
D6.	Develops an understanding of Christendom and its impact on the world						I	I	D	
D8.	Analyzes the importance of the Church's role in the rise of Rome							I		
D9.	Examines key concepts and influences of major belief systems on societies							I	D	
D10.	Demonstrates a knowledge of the Renaissance and its cultural contributions, the Reformation and the Age of Enlightenment							I		
D11.	Demonstrates a knowledge of the Industrial Revolution and the rise of market economics					I	I			D

PROGRAM GOAL II: POLITICAL SCIENCE

PROGRAM OBJECTIVES:

SKILL LEVELS:

- E. Demonstrates knowledge of the formation of the United States Government
- F. Understands the role of a citizen in a democracy
- G. Demonstrates an understanding of the organization of the United States Government
- H. Develops an understanding of international government
- I. Compares/contrasts major governments of the world and policies of nations

- I-Introduce
- D-Develop
- M-Master

- R - Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E.	DEMOCRACY									
E1.	Recognizes the need for rules and regulations especially when people live in groups	I	I	D	D	D	D	D	D	D
E2.	Develops an understanding of the purpose of government and citizenship	I	I	I	D	D	D	D	D	D
E3.	Recognizes that the government must perform certain functions for its citizens			I	D	D	D	D		M
E4.	Recognizes the purpose, requirements, and characteristics of democracy		I	I	I	I	D	D	D	D
E5.	Recognizes that the American government was started because the people wanted to rule themselves		I	I	D	D	D	D		D
E6.	Recognizes that in a democracy, citizens participate in the decision- making process of the government		I	D	D	D	D	D	D	D
F.	UNITED STATES CITIZENSHIP									
F1.	Recognizes important United States symbols and ways to honor them (i.e. proper flag etiquette, eagle, Pledge of Allegiance, and patriotic songs)	I	I	D	M	R	R			R
F2.	Recognizes the importance of duties of citizenship to school, community, and country	I	I	I	D	D	D			D
F3.	Demonstrates a knowledge of the purpose of a tax system						I			D

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
F4.	Defines and illustrates the meaning of right, responsibility, duty, and citizenship		I	I	D	D	D			D	
F5.	Demonstrates freedoms of American citizens		I	I	D	D	D			D	
F6.	Recognizes responsibilities of an individual who holds an office		I	I	I	D	D			D	
F7.	Recognizes that laws are necessary and protect a citizen's rights	I	I	I	D	D	D			D	
F8.	Identifies the rights given to citizens by the Bill of Rights					I	D			D	
F9.	Identifies actions and events that are challenging freedoms at this time						I			D	
F10.	Demonstrates an awareness of happenings that occur locally, nationally, and in the world				D	D	D		D	D	
G. ORGANIZATION OF UNITED STATES GOVERNMENT											
G1.	Recognizes local units of government which provide services to people	I	I	D	M	R	R				
G2.	Recognizes the functions and divisions of local, state and national government			I	I	D	D			D	
G3.	Recognizes the importance of political campaigns				I	I	D			D	
G4.	Demonstrates the importance of the voting system in the United States and using a variety of resources in identifying candidate platforms before making choices				I	I	D			D	
G5.	Recognizes the Constitution is a flexible document that can be changed to meet the needs of the people						I			D	
G6.	Identifies and explains the roles of the three branches of government			I	D	D	M			R	
G7.	Identifies the early political parties and their influences in the world						I			I	
G8.	Identifies the major political parties, their functions, and effects on democracy					I	D			D	
G9.	Develops an awareness of the third party and its purpose									I	

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
H.	INTERNATIONAL GOVERNMENT ORGANIZATION										
H1.	Indicates an understanding of treaty (i.e. its uses and relationship to international law)						I		D	D	
H2.	Recognizes the purpose and origin of the United Nations								I	D	
H3.	Identifies some of the committees of the United Nations and their functions								I		
H4.	Demonstrates a knowledge of other international organizations, their origins, and purposes								I	D	
I.	COMPARATIVE STUDIES										
I1.	Identifies and describes characteristics of the major governments of the world							I	D	D	
I2.	Describes democracy, socialism, communism, and dictatorship in the world today								I	D	
I3.	Compares/contrasts the role of a citizen under each of the major governments of the world							I	D	D	
I4.	Compares and contrasts foreign policies of nations of the world								I	D	
I5.	Identifies the present relationship of the United States with other countries of the world						I		D	D	
I6.	Develops an understanding of how events affect foreign policies						I		D	D	

PROGRAM GOAL III: GEOGRAPHY

PROGRAM OBJECTIVES:

- J. Develops map and globe skills needed for interpretation of geographic data relating to the world's physical environment
- K. Develops physiography and oceanography skills needed for interpretation of geographic data relating to the world's physical environment
- L. Develops climatology and meteorology skills needed for interpretation of geographic data relating to the world's physical environment
- M. Demonstrates a knowledge of the environment: the relationship of living and non-living things on the earth (environment)
- N. Demonstrates a knowledge of the continual quest to change the environment (Geographical Economics)
- O. Demonstrates a knowledge of world cultures and its affect on world relations

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
J.	MAP AND GLOBE SKILLS										
J1.	Orients self to the environment	I	I	I	D	D	D		M	R	
J2.	Indicates directions, distance and location appropriately	I	I	D	D	D	D	M	R	R	
J3.	Knows the differences between distance, location, and direction	I	I	I	D	D	D	M	R	R	
J4.	Recognizes that special terms are used to describe location, distance, size, etc.	I	I	I	D	D	D	M	R	R	
J5.	Uses cardinal and intermediate directions		I	I	I	I	D	M	R	R	
J6.	Recognizes that maps and globes are representational tools		I	I	I	D	D	M	R	R	
J7.	Understands relative and absolute location on maps and globes and uses appropriate terms (spatial organization)		I	I	I	D	D	D	M	R	
J8.	Locates cities, countries, continents, and compares their relationship to each other and the world			I	I	I	D	D	M	R	
J9.	Recognizes different map projections and types					I	D	D	M	R	
J10.	Able to construct simple maps which are correctly oriented		I	I	D	D	D	D	M	R	
J11.	Uses a map/globe to compute distance, direction, and degrees					I	I	D	M	R	

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
J12.	Interprets abbreviations, symbols, and keys found on maps		I	I	I	D	D	M	M	R	
J13.	Defines sea level, altitude, elevation, latitude, longitude, and other related terms.				I	I	D	D	M	R	
J14.	Uses a globe to identify day/night, time zones, lines of longitude, and the international date line in relation to the Earth's rotation					I	D		M	R	
J15.	Recognizes and uses graphs, tables, charts, etc.	I	I	I	D	D	D	D	M	R	
J16.	Identifies and understands the difference between natural and political boundaries				I	I	I	D	D	M	
K.	PHYSIOGRAPHY AND OCEANOGRAPHY										
K1.	Recognizes land masses, water masses, and landforms on a map or globe	I	I	I	D	D	D	D	M	R	
K2.	Identifies by proper names the continents and oceans on a map or globe		I	I	I	D	D	D	M	R	
K3.	Identifies by proper names major landforms, countries, and cities in the Western Hemisphere on a map or globe				I	D	D		M	R	
K4.	Identifies by proper names major landforms, countries, and cities in the Eastern Hemisphere on a map or globe						I	I	M	R	
K5.	Identifies and locates the 50 states on a map	I	I	I	D	D	M		R	R	
L.	CLIMATOLOGY AND METEOROLOGY										
L1.	Defines the terms weather and climate and knows the difference between the two	I	I	I	D	D	M	R	R	R	
L2.	Recognizes effects that weather and climate has on landforms, ocean currents, air currents, distance from the equator, etc.					I	D	D	M	R	
L3.	Compares and contrasts regions and their proximity to the equator and the poles					I	D	D	M	R	
C4.	Develops an understanding of low, middle, and high latitude climate areas								I		
L5.	Recognizes the effects that weather and climate has on all aspects of life	I	I	I	D	D	D	D	M	R	
L6.	Knows the weather and climate of the area, city, state, and region	I	I	I	D	D	D	D	M	R	
M.	THE ENVIRONMENT										
M1.	Develops awareness of the sustainability of life in an area					I	D	D	D	D	

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
M2.	Recognizes plants and animals in zones and regions of the world					I	D	D	D		
M3.	Recognizes how the environment influences settlement patterns				I	I	D	D	M	R	
N. GEOGRAPHICAL ECONOMICS											
N1.	Identifies examples of geographic features which relate directly to economic activities				I	D	D	D	M	R	
N2.	Recognizes the human and physical influences on the formation and sustainability of each of the following categories of resources: exhaustible/inexhaustible, renewable/non-renewable, and recyclable				I	I		I	D		
N3.	Recognizes the impact of civic action on the sustainability of resources	I	I	I	D	D	D		M	R	
N4.	Demonstrates a knowledge of the effect of natural resources on the development of cities, employment, transportation, and population				I	I	D	D	M	R	
N5.	Explain primary, secondary, tertiary, and quaternary economic activities				I	I			D		
O GEOGRAPHIC CONCEPTS											
O1.	Understands terms: human, physical, and regional geographies				I	D	D	D	M	R	
O2.	Understands the elements of the five themes of geography: location, place, human environment/interaction, movement, and region				I	D	D	D	M	R	
O3.	Recognize how the five themes of geography relate to each other				I	D	D	D	M	R	
O4.	Understands the term culture and identifies individual culture traits (religion, politics, social structure, language, etc.)			I	D	D	D	D	M	R	
O5.	Recognizes and analyzes world culture areas and the relationships between them				I	I	I	I	D		
O6.	Understands cultural characteristics of different countries worldwide			I	D	D	D	D	D		
O7.	Understands how culture causes conflict and recognizes areas of cultural conflict in the world						I	I	D	D	

PROGRAM GOAL IV: CULTURE

PROGRAM OBJECTIVES:

SKILL LEVELS:

- P. Recognizes and respects the physical and non-physical differences and similarities between individuals and groups
- Q. Demonstrates a knowledge of changes that take place in different cultures

- I-Introduced
- D-Developed
- M-Mastered
- R-Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
P.	SELF CONCEPT										
P1.	Recognizes that all people and societies have the same basic needs and wants	I	I	D	D	D	D	D	D	D	
P2.	Recognizes the need for cooperation with others and their lifestyles	I	I	D	D	D	D	D	D	D	
P3.	Recognizes that competition for resources between nations or groups often leads to conflict and the need for rules					I	D	D	D	D	
Q.	MULTICULTURAL										
Q1.	Develops modern means and skills for communication and interaction	I	I	D	D	D	D	D	D	D	
Q2.	Recognizes the family unit as the foundation of society	I	I	D	D	D	D	D	D	D	
Q3.	Develops an understanding of group functioning and the need for leaders and followers	I	I	D	D	D	D	D	D	D	
Q4.	Develops an understanding of culture as socially learned and as a guide for human behavior in any given society					I	D	D	D	D	
Q5.	Develops an understanding of causes of change in culture brought by technology and economy					I	D	D	D	D	
Q6.	Recognizes the variations of demographics in different places and regions and how they have contributed to cultural heritage					I	D	D	D	D	
Q7.	Recognizes that cultural identity and language are important for the transmission of culture from one generation to the next					I	D	D	D	D	

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
Q8	Recognizes that art, music, architecture, food, and clothing of a people help produce a national or ethnic identity	I	I	I	D	D	D	D	D	D	
Q9.	Recognizes, respects and values the achievements, heritage, and traditions of ethnic groups	I	I	I	D	D	D	D	D	D	

SS12

PROGRAM GOAL V: ECONOMICS

PROGRAM OBJECTIVES:

SKILL LEVELS:

- R. Investigates and becomes familiar with career opportunities and areas of employment
- S. Develops the ability to make wise economic choices as a consumer
- T. Demonstrates a knowledge of the economic system of the United States

- I-Introduced
- D-Developed
- M-Master
- R-Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
R.	WORK/CAREERS									
R1.	Determines the differences between work and play	I	I	D	D	D	D	D	D	D
R2.	Identifies the reasons for working and recognizes that work contributes to self-fulfillment	I	I	D	D	D	D	D	D	D
R3.	Develops an awareness of the various types of careers, requirements for, and characteristics of given career choices	I	I	D	D	D	D	D	D	D
R4.	Recognizes the reasons for career changes							I	D	D
R5.	Recognizes that new technology and scientific knowledge continually opens new opportunities					I	I	D	D	D
S.	CONSUMER									
S1.	Recognizes that societies perceive economic prosperity as a desired goal					I	D	D	D	D
S2.	Recognizes that the wants of persons can be unlimited, whereas resources are limited	I	I	I	D	D	D	D	D	D
S3.	Defines opportunity costs in relation to making economic choices					I	D		D	D
S4.	Develops the understanding that people depend upon each other for their needs	I	I	I	D	D	D	D	D	D
S5.	Recognizes how prices are determined by supply and demand		I	I	I	I	D	D	D	D
S6.	Understands the major components and the benefits of a free enterprise system					I	D		D	D

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
S7.	Identifies consumer rights and organizations that protect such rights									I/D	
S8.	Identifies the need for budgeting, saving and investing			I	I					D	
S9.	Identifies the responsibilities and risks of credit and borrowing									I/D	
S10.	Recognizes the impact of advertising techniques on the consumer									I/D	
T. THE ECONOMIC PROCESS											
T1.	Recognizes that as workers become more specialized the need for interdependence is strengthened				I	I	D	D	D	D	
T2.	Identifies economic problems and the role of governments in the economic development of a region						I	D	D	D	
T3.	Develops an understanding of unions and their influence									I/D	
T4.	Recognizes government taxation and spending					I	I	D	D	D	
T5.	Recognizes the importance of world trade				I	I	I	D	D	D	
T6.	Recognizes the impact of natural disasters				I	I	D	D	D	D	
T7.	Identifies the relationship of industrialized nations and developing countries								I	D	
T8.	Understands that the economy of a region is related to available natural resources, human knowledge, and skills				I	I	D	D	D	D	
T9.	Recognizes the difference between agricultural-based and industrial-based societies					I	D		D	D	
T10.	Recognizes that growth in population is accompanied by an increased demand for goods and services				I	I	D	D	D	D	
T11.	Compares and contrasts major economic systems of the world							I	I	D	

PROGRAM GOAL V: ARKANSAS STUDIES

PROGRAM OBJECTIVES:

- U. Demonstrates a knowledge of Arkansas history and the influence it has on events leading from the past to the present
- V. Demonstrates a knowledge of Arkansas' geographic location and its effect on the environment and economy
- W. Develops an understanding of the organization of state and local government

SKILL LEVELS:

- I-Introduced
- D-Developed
- M-Master
- R-Reinforce/Retain

A unit of Arkansas History shall be taught as a social studies subject at each elementary grade level with greater emphasis at the fourth and fifth grade level. At least one full semester of Arkansas History shall be taught to all students at the seventh or eighth grade level. It can be taught as one full semester or one nine weeks at each grade level.

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7 and/or 8	
U1.	Demonstrates a knowledge of the prehistoric people who settled in Arkansas					I	I		D	D
U2.	Demonstrates a knowledge of the historic native American tribes in Arkansas, i.e. Quapaw, Caddo, Osage					I	D		D	D
U3.	Traces the discovery and exploration of Arkansas by the Spanish, French, and English					I	D		D	D
U4.	Becomes familiar with pioneer life and early settlements, i.e. Arkansas Post					I	D		D	D
U5.	Recognizes the importance of Arkansas being a part of the Louisiana Purchase					I	D		D	D
U6.	Demonstrates knowledge of the persons/events of territorial Arkansas and eventual statehood for Arkansas					I	D		D	D
U7.	Explores Arkansas' involvement in the Civil War					I	D		D	D
U8.	Explains Arkansas' situation during Reconstruction and the New South								I	I
U9.	Traces Arkansas' development during the Progressive Era and the Great depression					I			D	D
U10.	Explores the effects of World War I and World War II on Arkansas (locally and globally)					I			D	D
U11.	Recognizes the significance of the Japanese Internment Camps at Rohwer and Jerome								I	I
U12.	Identifies Arkansans who have distinguished themselves in the areas of politics, sciences, humanities, and religion			I	I	D	D		D	D
U13.	Recognizes important symbols of Arkansas, i.e. origin of the name, flag, seal, motto, bird, flower, etc	I	I	D	D	M			R	R

SUBJECT OBJECTIVES:		GRADE LEVEL											
		K	1	2	3	4	5	6	7 and/or 8				
V.	GEOGRAPHY/ENVIRONMENT												
V1.	Describes the general location, physical features, weather, and climate of Arkansas					I	D				D	D	
V2.	Identifies the 6 geographic regions of Arkansas and describes the natural environment of the one in which they live					I	D				D	D	
V3.	Recognizes the importance of rivers to the development of Arkansas					I	D				D	D	
V4.	Locates specific counties and cities in Arkansas					I	D				D	D	
V5.	Recognizes the population and settlement patterns in Arkansas					I	D				D	D	
V6.	Uses maps to graph population growth, economic growth, weather, ethnic patterns, etc., in the regions of Arkansas					I	D				D	D	
W.	STATE/LOCAL GOVERNMENT												
W1.	Recognizes the origins, divisions and functions of state and local government					I	I				D	D	
W2.	Recognizes that government operates in local and state units					I	I				D	D	
W3.	Identifies current local, city, county, and state officials					I	I				D	D	
W4.	Identifies current state and federal senators/representatives					I	I				D	D	
W5.	Explains why government is necessary for the people of Arkansas to live peacefully together under a system of law					I	I				D	D	

PROGRAM GOAL VII: PEACE AND JUSTICE

PROGRAM OBJECTIVES:

SKILL LEVELS:

- X. Recognizes the dignity and sacredness of the human person and identifies injustices, intolerances, and oppressions
- Y. Recognizes actions which promote social justice in today's society

- I-Introduce
- D-Develop
- M-Master
- R-Reinforce/Retain

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
X.	SOCIAL JUSTICE										
X1.	Recognizes that nature and life are gifts from God, and human activity is a part of the creation process	I	I	D	D	D	D	D	D	D	D
X2.	Identifies areas of discrimination (i.e. sex, age, race, religion, disabilities)				I	I	D	D	D	D	D
X3.	Identifies land as a precious human resource	I	D	D	D	D	D	D	D	D	D
X4.	Recognizes the value of ethnicity and its contribution to cultural life				I	D	D	D	D	D	D
X5.	Describes life in the early church							I	D	D	
X6.	Identifies the role of the Church as a servant in the world	I	I	I	D	D	D	D	D	D	D
X7.	Develops an understanding of the intersection of economics and Christian living in the U.S.									I	D
X8.	Recognizes the relationship between Church and State								I	D	D
Y.	ACHIEVING SOCIAL JUSTICE										
Y1.	Recognizes environmental problems and understands actions for a better environment are part of one's mission	I	I	I	D	D	D	D	D	D	D
Y2.	and violence, and develops skills for conflict resolution			I	D	D	D	D	D	D	D

SUBJECT OBJECTIVES:		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
Y3.	Explores contemporary implications for the Church					I	D	D	D	D	
Y4.	Recognizes the importance of equality of people			I	I	I	D	D	D	D	
Y5.	Recognizes the value of different communities and their social responsibilities	I	I	D	D	D	D	D	D	D	
Y6.	Develops an awareness of the Church leaders' social message and explores contemporary example of social teachings								I	D	
Y7.	Identifies political involvement as part of the Christian vocation							I	I	D	
Y8.	Recognizes that working for societal changes increases hope							I	I	D	