

## DIOCESE OF KALAMAZOO HIGH SCHOOL SOCIAL STUDIES CURRICULUM

**Key:** USH=United States History    G=Geography    GI=Global Issues/World History    C=Civics    E=Economics

**Social Justice Teaching(s):** Rights and Responsibilities; Option for the Poor and Vulnerable; The Dignity of Work and The Dignity of Workers; Call to Family, Community, and Participation; and Life and Dignity of the Human Person

<b>Strand</b>	Historical
<b>Standard</b>	Time and Chronology
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Construct and interpret timeline of people and events in the history of Michigan and the United States since the era of Reconstruction. (USH)</li> <li>• Describe major factors that characterize the following eras in United States history: The Development of the Industrial United States (1870-1900), The Emergence of Modern America (1890-1930), The Great Depression and World War II (1929-1945), Post War United States (1945-1970) and contemporary United States (1968-present). (USH)</li> <li>• Identify some of the major eras in world history and describe their defining characteristics. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students research Civil Rights and make timelines of events from 1950-1960.</p> <p>Students construct timelines of the major economic developments in Michigan for 1870-1900.</p> <p>Students read about Rosa Parks and discuss her role in the Civil Rights Movement.</p> <p>Students, acting in the first person, give speeches on ethnic origins and their role in America’s development.</p> <p>Students participate in role-play activities based on immigration to the United States by ethnic individuals.</p> <p>Students construct family trees, discover and graph origins of nationalities, and analyze groups’ contributions to American culture.</p> <p>Students form groups to produce visual aids that identify major factors of these eras.</p> <p>Students develop murals describing the major events of the eras listed in the benchmark.</p> <p>Students interview persons who lived during the depression or other major era of history and report findings.</p> <p>Students make comparison charts of the Greek and Roman Eras.</p>
<b>Materials/ Resources</b>	<p>Video: <i>A Time of crisis: The Civil Rights Movement</i></p> <p>Video: <i>Holocaust</i>, a documentary film of camps by Alfred Hitchcock</p> <p>Video: <i>Movies in 1930s</i>, a good review of the history of America in the 1930s</p> <p>Slides on places from the Greek and Roman Era</p>

**Social Justice Teaching(s):** Rights And Responsibilities and Life and Dignity of the Human Person

<b>Strand</b>	Historical
<b>Standard</b>	Comprehending the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Draw upon narratives and graphic data to explain significant events that shaped the development of the United States as a nation during the era since Reconstruction. (USH)</li> <li>• Identify and explain how individuals in history demonstrated good character and personal virtue. (All)</li> <li>• Select events and individuals from the past that have had a global impact on the modern world and describe their impact. (USH, GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students research the lives of the saints and participate in a skit showing how their actions impacted others' lives.</p> <p>Students read the article, <i>The Era of Jim Crow</i>, and identify the impact of the Civil War Era on the lives of the African Americans.</p> <p>Students present oral and written reports on individuals in history whose lives exemplify Christian virtues.</p> <p>Students explore presidential qualities and devise a list of the most prevalent ones.</p> <p>Students compare the moral issues associated with the decision to make and use the Atomic Bomb.</p> <p>Students select inventors to research and explain the global impact of their inventions.</p>
<b>Materials/ Resources</b>	<p>Video: <i>American Justice, The History of the Ku Klux Klan</i></p> <p>Article: <i>The Conversion of Harry S. Truman</i> from American Heritage</p> <p>Video: <i>The Manhattan Project and Hiroshima</i></p>

**Social Justice Teaching(s):** Rights and Responsibilities; Call to Family, Community and Participation; and Option for the Poor and Vulnerable

<b>Strand</b>	Historical
<b>Standard</b>	Analyzing and Interpreting the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction. (USH)</li> <li>• Challenge arguments of historical inevitability by formulating examples of how different choices could have lead to different consequences. (USH)</li> <li>• Select contemporary problems in the world and compose historical narratives that explain their antecedents. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students discuss why nations spend \$22 for military to \$1 for the poor, women earn \$.59 for every dollar that men earn, 8.7% of white, 21% of Hispanic, 30% of black and 34% of Native Americans are living in poverty.</p> <p>Students research primary sources about the early settlers in Michigan and trace Michigan’s development as a state.</p> <p>Students, acting as investigative reporters, interview persons who lived in the 1960s-1970s, record their answers and develop an essay.</p> <p>Students research the Civil Rights Movement and evaluate the use of non-violent resistance vs. violent resistance.</p> <p>Students debate the choice of the United State in participation in WWI, WWII or the Vietnam War.</p> <p>Students share oral histories from Vietnam Veterans.</p> <p>Students study the AIDS issue in both the United States and Africa and develop a comparison chart.</p>
<b>Materials/ Resources</b>	<p>Video: <i>1968</i> from CBS News</p> <p>Video: <i>Civil Rights 50s-60s, Watts Riot vs. MLK’s non-violence</i></p> <p><u>Newsweek, Time, and Life</u> magazines on AIDS issues in the world.</p>

**Social Justice Teaching(s):** Rights and Responsibilities; Life and Dignity of the Human Person; and Call to Family, Community and Participation

<b>Strand</b>	Historical
<b>Standard</b>	Judging Decisions from the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action. (USH)</li> <li>Evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity. (USH GI)</li> <li>Analyze key decisions by drawing appropriate historical analogies.</li> <li>Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. (USH)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students report on the defenders of human rights who have made a difference for their people (Chief Seattle, Cesar Chavez), discuss how they made a difference in peoples lives and brainstorm ways they can create change within their communities.</p> <p>Students debate the issue of prohibition—why alcohol sale and consumption was a problem in the United States and the pros and cons of Prohibition.</p> <p>Students read aloud and identify violations of human rights through communism.</p> <p>Students debate the Dreyfus case in France in regards to the anti-Semitic feelings.</p> <p>Students design charts depicting the causes and effects of the Bottle Law.</p> <p>Students compare court cases and discuss Affirmative Action 2001.</p> <p>Students compare pre and post Plessy vs. Ferguson ruling (1890) and the effect on the Civil Rights situation.</p>
<b>Materials/ Resources</b>	<p>Issue: <i>The Halstead Act (1919-1932)</i></p> <p>Video: <i>Thomas Edison, Face on the Barroom Floor</i></p> <p>Video: <i>Decision Run</i></p> <p>Article: <i>Atrocities Committed by the Communists since 1930</i></p> <p>Court Cases: <i>Plessy vs. Ferguson and Brown vs. Board of Education</i></p> <p>Video: <i>History of KKK</i></p> <p>Video: <i>Rosewood</i></p> <p>Video: <i>Once upon a Time When We Were Colored</i></p> <p>Video Series: <i>Eyes on the Prize</i></p>

**Social Justice Teaching(s):** Life and Dignity of the Human Person and Care for God’s Creation

<b>Strand</b>	Geographic
<b>Standard</b>	People, Places and Cultures
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Describe how major world issues and events affect various people, societies, places, and cultures in different ways. (GI)</li> <li>Explain how culture might affect women and men’s perceptions. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students plan a school stewardship activity such as; adopting an endangered species, buying and planting trees on school property, writing to manufacturers asking them to cut back on wasteful packaging and contributing to efforts to save rainforests or coral reefs.</p> <p>Students study and determine the effects of the 100 years War on France where the fighting took place.</p> <p>Students work in groups to develop a map illustrating the extent of the destruction of the rainforest and its effect on society.</p> <p>Students describe how Amendments 16, 17, 18, and 19 reflect the ideals and goals of Progressivism.</p> <p>Students compare American, Asian, and European cultures through the perceptions of women and men.</p>
<b>Materials/ Resources</b>	Video; Romero

**Social Justice Teaching(s):** Care for God’s Creation

<b>Strand</b>	Geographic
<b>Standard</b>	Human/Environment Interaction
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Describe the environmental consequences of major world processes and events. (G)</li> <li>Assess the relationship between property ownership and the management of natural resources. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students conduct an Earth Day Prayer Service with readings from the Bible.</p> <p>Students organize a “School Planting and Clean-up Day” with older students helping younger students.</p> <p>Students identify the positive and negative effects of the Industrial Revolution.</p> <p>Students write reports on the environmental impact of the quest for economic development vs. the use of natural resources to obtain that goal.</p>
<b>Materials/ Resources</b>	<u>Brother Eagle, Sister Sky: A Message from Chief Seattle</u> by Susan Jeffers

**Social Justice Teaching(s): Solidarity and Care for God’s Creation**

<b>Strand</b>	Geographic
<b>Standard</b>	Location, Movement and Connections
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Describe major world patterns of economic activity and explain the reasons for the patterns. (GI, E)</li> <li>Explain how events have causes and consequences in different parts of the world. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students discuss the ozone layer depletion and the greenhouse effect and devise some solutions to the problems.</p> <p>Students, acting as citizens from other countries, explain the effects of communism and capitalism on their countries.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s): Care for God’s Creation**

<b>Strand</b>	Geographic
<b>Standard</b>	Regions, Patterns and Processes
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Explain how major world processes affect different world regions. (GI, G)</li> <li>Explain how major world regions are changing. (G)</li> <li>Explain how processes like population growth, economic development, urbanization, resource use, global communications, and environmental impact are affecting world regions. (G)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students plan a school wide Awareness Week on environmental issues.</p> <p>Students write essays explaining the relationship between industrialization, urbanization, and westward expansion</p> <p>Students work in groups to illustrate the changes in Eastern Europe, Africa, of the Middle East.</p> <p>Students explain the changes to a selected country as a result of population growth.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Care for God’s Creation and Solidarity

<b>Strand</b>	Geographic
<b>Standard</b>	Global Issues and Events
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain how geography and major world processes influence major world events. (GI, G)</li> <li>• Explain the causes and importance of Global issues involving cultural stability and change, economic development, international trade, resource use, environmental impact, conflict and cooperation, and explain how they affect the future. (GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students develop an education campaign in school to teach others about our brothers and sisters around the world.</p> <p>Students make posters, which will raise awareness of changes needed, depicting 50 acres of rainforest destroyed every minute, 150 million tons of garbage produced each year and aluminum cans take 50 years to decompose.</p> <p>Students explain the role of The Truman Doctrine and the Marshall Plan in relation to the “Cold War”.</p>
<b>Materials/ Resources</b>	<u>Catholic Social Teaching: Our Best Kept Secret</u> by Peter Henriot

**Social Justice Teaching(s):** Rights and Responsibilities

<b>Strand</b>	Civic
<b>Standard</b>	Purposes of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain the advantages and disadvantages of a federal system of government. (C)</li> <li>• Explain how effectively the federal government is serving the purposes for which it was created. (C)</li> <li>• Evaluate the relative merits of the American presidential system and parliamentary systems. (C)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students brainstorm ways the Church is making a difference and devise additional ways the Church could help.</p> <p>Students create codes for either a federal or opposing system of government citing both advantages and disadvantages.</p> <p>Students debate the effectiveness of their created government against the federal government and determine the effectiveness of the federal government in relation to purposes for which it was created.</p> <p>Students create graphs to show the advantages and disadvantages of the American presidential system and parliamentary systems.</p> <p>Students determine the advantages and disadvantages of having the president controlled by one party and the Congress by another.</p> <p>Students make Venn Diagrams to illustrate the similarities and difference of the Federalists and Anti-Federalists over ratification of the Constitution.</p>
<b>Materials/ Resources</b>	<i>Federalist Papers</i>

**Social Justice Teaching(s):** Rights and Responsibilities and Life and Dignity of the Human Person and Option for the Poor and Vulnerable

<b>Strand</b>	Civic
<b>Standard</b>	Ideals of American Democracy
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identify benefits and challenges of diversity of American life. (C)</li> <li>Use the ideas in the Declaration of Independence to evaluate the conduct of citizens, political behavior, and the practice of government. (C)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students advance issues of civic and personal relevance and responsibility.</p> <p>Students evaluate reasons for low voter turnout for elections and devise ways to improve it.</p> <p>Students explore the “Great Society” legislation passed as a result of the War on Poverty declared by President Johnson.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Rights and Responsibilities and Life and Dignity of the Human Person

<b>Strand</b>	Civic
<b>Standard</b>	Democracy in Action
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Using actual cases, evaluate the effectiveness of civil and criminal courts in the United States. (C)</li> <li>Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations. (C)</li> <li>Evaluate possible amendments to the Constitution. (C)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students role-play Jesus’ actions in various situations involving physically and mentally challenged people, ethnic groups and racism in society.</p> <p>Students debate the Death Penalty.</p> <p>Students discuss, analyze, and present to the class an evaluation of the effectiveness of civil and criminal courts based on historical and contemporary cases.</p> <p>Students debate specific values they disagree on and apply the democratic values to them.</p> <p>Students discuss equality in relation to their own cliques at school.</p> <p>Students create their own constitutions.</p> <p>Students study the Bill Of Rights in order to consider possible amendments to the Constitution such as a Human Life Amendment.</p>
<b>Materials/ Resources</b>	<u>Dead Man Walking</u> by Sister Helen Prejean CSJ

**Social Justice Teaching(s):** Rights and Responsibilities

<b>Strand</b>	Civic
<b>Standard</b>	American Government and Politics
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Evaluate proposals for reform of the political system. (C)</li> <li>• Analyze causes of tension between the branches of government. (C)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students study the electoral college to determine its necessity in the present.</p> <p>Students, acting as representatives of a branch of the government, write agendas for their branch and attempt to explain the merits of the agenda.</p> <p>Students debate the pros and cons of the Line Item Veto.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Rights and Responsibilities and Solidarity

<b>Strand</b>	Civic
<b>Standard</b>	American Government and World Affairs
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Describe the influence of the American concept of democracy and individual rights in the world. (C, GI)</li> <li>• Evaluate foreign policy positions in light of national interests and American values. (C, GI)</li> <li>• Describe what the relationship should be between the United States and international organizations. (C, GI)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students investigate the activities of the Peace Corp as an organization with global influence.</p> <p>Students demonstrate understanding of foreign and domestic consequences of the United States involvement in Vietnam.</p> <p>Students compare and contrast the origins of the United States and French Declaration of Independence.</p> <p>Students relate what the United States national interests are in a global perspective.</p> <p>Students analyze the collapse of communism in Eastern Europe and determine the extent America’s foreign policy had on this.</p> <p>Students, working in groups, will take a different position in support of United States international relations.</p> <p>Students review newspapers and current magazines to evaluate foreign policy.</p>
<b>Materials/ Resources</b>	<i>Newsweek</i>

**Social Justice Teaching(s):** Call to Family, Community and Participation; Option for the Poor and Vulnerable; and Dignity of Work and the Rights of Workers

<b>Strand</b>	Economic
<b>Standard</b>	Individual and Household Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Design a strategy for earning, spending, saving, and investing their resources. (E)</li> <li>• Evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use. (E)</li> <li>• Analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace. (E)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students develop real-life budgets including spending and saving goals.</p> <p>Students gather information on local and national government laws regarding insurance and the cost of health care and its rising costs.</p> <p>Students research government health care and make a comparison chart showing pros and cons of private vs. government health care plans.</p> <p>Students research a specific product, analyze advertisements, and recommend product to purchase.</p> <p>Students produce advertisements containing propaganda, as well as correct facts, and evaluate the differences.</p>
<b>Materials/ Resources</b>	<p>Speaker from a local bank or savings and loan company.</p> <p>Comparison rate charts from insurance companies</p> <p>Newspaper and magazine advertisements, <u>Consumers Report</u>, Better Business Bureau, and Television</p>

**Social Justice Teaching(s):** Care for God’s Creation and The Dignity of work and The Rights of Workers

<b>Strand</b>	Economic
<b>Standard</b>	Business Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Outline the decision making process a business goes through when deciding whether to export to a foreign market. (E)</li> <li>• Evaluate ways to resolve conflicts resulting from differences between business interests and community values. (E)</li> <li>• Examine the historical and contemporary role and industry has played and continues to play in a community. (E)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students use excerpts from the encyclical, <i>On Human Work</i>, to highlight current labor issues in the news.</p> <p>Students make charts illustrating three specific products and the advantages and disadvantages of marketing these products in foreign countries.</p> <p>Students act as judges to settle a dispute between business and community interests, such as tearing down a historic building to make room for a parking lot.</p> <p>Students visit a local industry and analyze its impact on the economic development of the community from the past to present.</p>
<b>Materials/ Resources</b>	<p><u><i>The Jungle</i></u> by Upton Sinclair</p> <p>Video: <i>Marketplace Prophets</i></p>

**Social Justice Teaching(s):** Call to Family, Community, and Participation; Solidarity; Life and Dignity of the Human Person; and Rights and Responsibilities

<b>Strand</b>	Economic
<b>Standard</b>	Role of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Describe the use of economic indicators and assess their accuracy. (E)</li> <li>• Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation. (C, E)</li> <li>• Compare governmental approaches to economic growth in developing countries. (C, E)</li> <li>• Evaluate a government-spending program on the basis of its intended and unintended use. (C, E)</li> <li>• Select criteria to use in evaluating tax policy. (E)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students contact Catholic Relief Services for Information on their Work of Human Hands, a co-op program for third world countries, and give their support to the program.</p> <p>Students discuss and summarize the National Conference of Catholic Bishop’s letter, Justice for All.</p> <p>Students work in pairs to graph and assess the accuracy of economic indicators for the past ten years.</p> <p>Students explore current events and Federal Reserve Policies.</p> <p>Students discuss Safety Net.</p> <p>Students explore world economy and make a comparison chart of assigned countries.</p> <p>Students evaluate “party” practices in relation to government spending.</p> <p>Students list the accomplishments of an assigned government-spending program and list its accomplishments based on its intended and unintended use.</p> <p>Students complete a tax unit.</p>
<b>Materials/ Resources</b>	<p>Newspapers</p> <p><i>Why People Trade Activity</i></p> <p><i>Tax Unit</i></p> <p>Video: <i>Sisters and Brothers Among Us</i></p>

**Social Justice Teaching(s):** Solidarity; Option for the Poor and Vulnerable; and Rights and Responsibilities

<b>Strand</b>	Economic
<b>Standard</b>	Economic Systems
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market. (E)</li> <li>• Describe relationships between a domestic economy and the international economic system. (E)</li> <li>• Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development and stability. (E)</li> <li>• Describe relationships among the various economic institutions that comprise economic systems, such as households, business firms, banks, government agencies, and labor unions. (E)</li> <li>• Compare and contrast a free market economic system with other economic systems. (E)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students discuss Comparative and Absolute Advantage.</p> <p>Students work in groups to sell a product for a day, determine supply and demand, surplus shortage, and profit margin.</p> <p>Students respond to the effects of oil on the world economy.</p> <p>Students make comparison charts of the various economic institutions.</p> <p>Students identify the path of currency through drawings that track its travels from printing press to purchase.</p> <p>Students make Venn Diagrams of a free market system vs. another economic system.</p>
<b>Materials/ Resources</b>	<p><i>Marketing in Wheat Activity</i></p> <p><i>Path of a Quarter Activity</i></p> <p><i>Circular Flow Activity</i></p> <p><u>Dorothy Day: A Biography</u> by William Miller</p>

**Social Justice Teaching(s):** Rights and Responsibilities; the Dignity of Work and the Rights of workers; and Care for God’s Creation

<b>Strand</b>	Economic
<b>Standard</b>	Trade
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Evaluate the benefits and problems of an economic system built on voluntary exchange. (E)</li> <li>• Trace the historical development of trading ties. (GI, E)</li> <li>• Explain how specialization, interdependence, and economic development are related.</li> <li>• Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity. (E)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students form an assembly line using some sort of handicap to gain understanding and discuss the importance of laws protecting the handicapped worker.</p> <p>Students evaluate free trade agreements, such a NATO.</p> <p>Students analyze the advantages of specialized labor.</p>
<b>Materials/ Resources</b>	Trading Simulation (see Appendix)

**Social Justice Teaching(s):** Call to Family, Community, and Participation

<b>Strand</b>	Inquiry
<b>Standard</b>	Information Processing
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies. (All)</li> <li>• Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic by interpreting information from a variety of sources. (All)</li> <li>• Develop generalizations pertaining to a specific topic by interpreting information from a variety of resources. (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students design posters showing that community values and the common good surpass personal interests.</p> <p>Students research information on the internet about property ownership and conflict of business interests and community values and try to develop “win, win” strategies.</p> <p>Students explore solutions to environmental, economical and social issues and evaluate them.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Option for the Poor and Vulnerable.

<b>Strand</b>	Inquiry
<b>Standard</b>	Conducting an Investigation
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings. (All)</li> <li>• Report the results of their investigations including procedures followed and a rationale for their conclusions. (All)</li> <li>• Report the results of their investigations including procedures followed and alternative solutions. (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students research social problems affecting a country such as hunger, overpopulation, illiteracy rates, etc., share the results with the class, and identify several possible solutions to the problems.</p> <p>Students report reasons people are concerned when candidates to public office accept large donations from PACS.</p> <p>Students determine answer to question, “Does the government have the right to force private businesses to modify their facilities to accommodate the disabled?”</p> <p>Students participate in food drives and assist in literacy training of a non-English speaking person.</p> <p>Students investigate to discover solutions to the question, “How does a society balance various, and at times opposing, interests?”</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Solidarity and Life and Dignity of the Human Person

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Identifying and Analyzing Issues
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified. (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	Students explore immigration laws and evaluate them in light of Christian values.
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Option for the Poor and Vulnerable

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Group discussion
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions, (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students discuss the appropriateness of government spending of millions of dollars on the space program when people in our country are starving.</p> <p>Students participate in small groups to examine problems with the growth of cities and their effects on the present.</p> <p>Students debate the pros and cons of the effects of oil and the modernization of the Middle East.</p> <p>Students discuss the validity of the Interstate Commerce Act and the Sherman Antitrust Act in our present society.</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Solidarity; Call to Family, Community and Participation

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Persuasive Writing
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Compose extensively elaborated essays expressing and justifying decisions on public policy issues. (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students write letters to their congressmen/women and representatives expressing opinions on issues.</p> <p>Students write essays stating their opinions on the pardoning of President Nixon.</p> <p>Students write position papers on one of the Middle East Issues.</p> <p>Students compose essays justifying a government-spending program.</p> <p>Students prepare journals on the effectiveness of the United Nations in solving a specific situation.</p> <p>Students, through written compositions, demonstrate understanding of the Cold War, Korean War, and Vietnam conflicts.</p> <p>Students write a position paper on the legality of Sobriety Checks. Do they violate the 4<sup>th</sup> Amendment or are they necessary for the common good?</p>
<b>Materials/ Resources</b>	

**Social Justice Teaching(s):** Life and Dignity of the Human Person, Solidarity and Option for the Poor and vulnerable

<b>Strand</b>	Responsible Citizenship
<b>Standard</b>	Responsible Personal Conduct
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Act out of respect for the law and hold others accountable to the same standard. (All)</li> <li>• Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts, and evaluate their effectiveness. (All)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students watch news reports and design an awareness campaign about an issue, which calls for Catholics to get involved.</p> <p>Students plan, prepare and implement ways to assist and enhance the lives of the elderly.</p> <p>Students work in groups to prepare a campaign within the limits of the law to advance a specific civic issue to the public.</p> <p>Students study the United Nations in relation to its laws and adherence to them by all countries.</p> <p>Students convene a mock United Nations meeting.</p>
<b>Materials/ Resources</b>	

