

Jan. 9, 2003

Dear Principals and Teachers,

This Social Studies Curriculum for the Diocese of Kalamazoo schools comes to you from the Office of Schools for implementation. This diocesan-wide document was created as the result of the combined work of the Social Studies Committee members and input from numerous teachers in our schools from January 2001-April 2001. The committee's initial charge was to align our curriculum with the Michigan Curriculum Framework for Social Studies and incorporate and integrate the seven principles of Catholic Social Teaching within it.

The schools were given copies of the proposed curriculum in mid-fall of 2001. Four regional meetings were scheduled in the spring of 2002 in which all teachers and principals were invited to critique and provide feedback on the document. Feedback was received from persons in nine schools. Acceptance of the document was reinforced with some format suggestions, such as including the standard and benchmark numbers and an index with cross referencing. This will be incorporated in a later printing of the document. The needs to expand resources on an ongoing basis, include additional helps for students with learning disabilities, and strengthen the high school curriculum were also expressed.

The committee acknowledges the use of many resources from the State of Michigan's MiClimb Social Studies work, the Kalamazoo Area Social Studies Curriculum, the Calhoun Intermediate School District Social Studies Curriculum, and the Michigan Council of Social Studies.

Special thanks to the schools for allowing these Social Studies Curriculum Committee Members to put forth time and energy towards this task of creating the Diocesan Social Studies Curriculum:

John Coleman, St. Margaret; Maureen Wright, St. Monica; Amy Glonski and Connie Cooley, St. Mary Paw Paw; Chris Renberg, St. Mary Bronson; Tracy De Mars, Rita Linnenkugel, Pam Early, St. Augustine; Andra Zommers, St. Mary Kalamazoo; Helen Goyings, Hackett Catholic Central; Peggy Hanley, Lake Michigan Catholic; Sylvia Jewell, St. John, Albion; Jody Maher, St. Joseph Watervliet; Judy Gilchrist, Immaculate Conception; Karen Fox and Dr. Mary Anne Dalton, SSJ, Co-chairs. Karen Fox prepared most of this manuscript

It is with much determination and belief that this curriculum will provide a meaningful framework from which teachers will continually organize dynamic learning and life-giving living for all students in their classrooms from our faith perspective.

Sincerely yours,

Frank C. Wippel, Ed.D.
Superintendent

Mary Anne Dalton, SSJ, Ph.D.
Associate Superintendent

Seven Principles of Catholic Social Teaching

1. Life and Dignity of the Human Person
2. Call to Family, Community, and Participation
3. Human 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

Seven Content Strands of the Michigan Social Studies Curriculum Framework

1. Historical Perspective
2. Geographic Perspective
3. Civic Perspective
4. Economic Perspective
5. Inquiry
6. Public Discourse and Decision Making
8. Citizen Involvement

Grade Level Checklists

Early Elementary

Grades K-2

Later Elementary

Grades 3-5

Middle School

Grades 6-8

High School

VISION STATEMENT

The Social Studies Curriculum is the integrated study of the social sciences to prepare young people to become responsible, faith-filled citizens in today's complex world. As they prepare to take their place in a global society, students need to understand the economic, political, and cultural systems in which they live.

Students will study the human condition of the human family which God has created, how it has evolved over time, the stories, struggles, triumphs and problems that have occurred in differing physical environments and cultural settings throughout the years, and how decisions and choices affect and shape the future.

Through the lens of Catholic Social Teaching students will learn knowledge and apply thinking skills collaboratively and cooperatively; they will discover, examine, analyze and evaluate data using the principles of Catholic Social teaching. Students will engage in active learning with connections to their real world as they seek to learn truths of social studies throughout the ages. With deepened understanding, our students will contribute to build a better life in which all can live in peace, justice, and harmony, following the lead of Jesus who envisioned at his last supper—"that all may be one, Father, as I am in you."

MICHIGAN SOCIAL STUDIES CURRICULUM FRAMEWORK

The Michigan Social Studies Curriculum Framework contains seven strands:

1. Historical Perspective

Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.

2. Geographic Perspective

Students use knowledge of spatial patterns on Earth to understand processes that shape human environments and to make decisions about society.

3. Civic Perspective

Students will use knowledge of American government and politics to make informed decisions about governing their communities.

4. Economic Perspective

Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.

5. Inquiry

Students will use methods of social science investigation to answer questions about society.

6. Public Discourse and Decisions Making

Students will analyze public issues and construct and express thoughtful positions on these issues.

7. Citizen Involvement

Students will act constructively to further the common good.

STANDARDS WITH THE SEVEN STRANDS

The Michigan Social Studies Curriculum Framework has the following standards within these seven strands:

Historical Perspective

1. Time and chronology
2. Comprehending the past
3. Analyzing and interpreting the past
4. Judging decisions from the past

Geographic Perspective

5. People, places, and culture
6. Human/environment interaction
7. Location, movement, connections
8. Regions, patterns, processes
9. Global issues and events

Civic Perspective

10. Purposes of government
11. Ideals of democracy
12. Democracy in action
13. American Government and politics
14. American government and world affairs

Economic Perspective

15. Individual and household choices
16. Business choices
17. Role of government
18. Economic systems
- 19 Trade

Inquiry

20. Information processing

Public Discourse and Decisions Making

21. Identifying and analyzing issues
22. Persuasive writing

Citizen Involvement

23. Responsible personal conduct

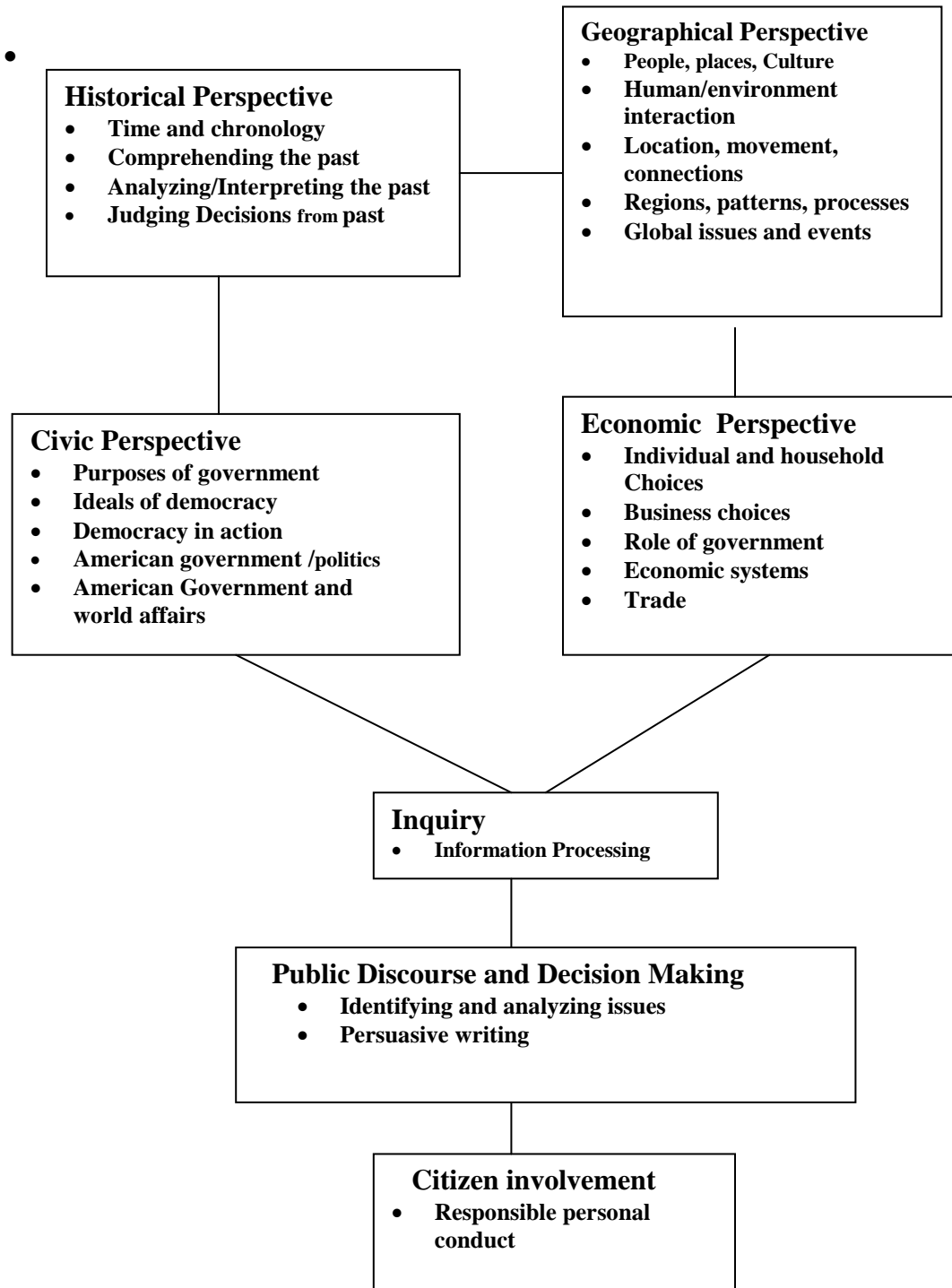
SEVEN PRINCIPLES OF CATHOLIC SOCIAL TEACHING

Taken directly from the U.S. Catholic Bishops' Sharing Catholic Social Teaching: Challenges and Directions. Washington, DC: United States Catholic Conference, 1998.

1. Life and Dignity of the Human Person
Every person is created in the image of God. All social laws, practices, and institutions must protect, not undermine, human life and dignity.
2. Call to Family, Community, and Participation
How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. We are social beings. Government has the mission of protecting and promoting the common good of all.
3. Rights and Responsibilities
The Church upholds both personal responsibilities and social rights. The Catholic tradition teaches that the human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
4. Option for the Poor and Vulnerable
Giving priority concern to the poor and the vulnerable strengthens the health of the whole society. The human life and dignity of the poor are most at risk.
5. The Dignity of Work and the Rights of Workers
Work is more than a way to make a living; it is a form of continuing participation in God's creation. The economy exists for the human person; the human person does not exist for the economy.
6. Solidarity
The Church speaks of a 'universal' common good that reaches beyond our nation's borders to the global community. The fates of the peoples of the earth are linked. Solidarity requires richer nations to aid poorer ones, commands respect for all different cultures, demands justice in international relationships, and calls on nations to live in peace with one another.
7. Care of God's Creation

Humans are part of creation itself and whatever we do to the Earth, we ultimately do to ourselves. We must live in harmony with the rest of creation and preserve it for future generations.

MICHIGAN SOCIAL STUDIES CURRICULM FRAMEWORK



Michigan Social Studies Curriculum Strands and Standards

I. Historical Perspective	II. Geographical Perspective	III. Civic Perspective	IV. Economic Perspective	V. Inquiry	VI. Public Discourse & Decision Making	VII. Citizen Involvement
1.1 Time and Chronology	2.1 Peoples, Paces, Cultures	3.1 Purposes of Government	4.1 Individual/ Household Choices	5.1 Information Processing	6.1 Identifying Analyzing Issues	7.1 Responsible, Personal Conduct
1.2 Comprehending the Past	2.2 Human/ Environment Interaction	3.2 Ideals of American Democracy	4.2 Business Choices	5.2 Conducting Investigations	6.2 Group Discussion	
1.3 Analyzing/ Interpreting the Past	2.3 Location, Movement, Connections	3.3 Democracy in Action	4.3 Role of Government		6.3 Persuasive Writing	
1.4 Judging Decisions from the Past	2.4 Regions, Patterns, Processes	3.4 American Government and Politics	4.4 Economic Systems			
	2.5 Global Issues And Events	3.5 American Government and World Affairs	4.5 Trade			

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HISTORY CONCEPTS

Past
Present
Future
Historical narrative
Temporal order
Chronology
Change
Continuity
Historical interpretation
Historical perspective
Primary source
Secondary source
Perspective taking
Causation
Historical inevitability

GEOGRAPHY CONCEPTS

Human characteristics
of place
Natural characteristics
of place
Culture
Location
Absolute location
Relative location
Region
Human environment
interaction
Natural resources
Map
Distance
Direction
Scale
Movement
Ecosystems
Spatial distribution
Migration

CIVICS CONCEPTS

Government
Rules, Laws
Authority
Power of government
Limited government
Unlimited government
Personal rights
Political rights
Economic rights
Democratic values
Individual rights
Common good
Justice
Equality of opportunity
Diversity
Truth
Patriotism
Popular sovereignty
Representative
government
Majority rule and
Minority rights
Diversity
Constitution
Legislative
Executive
Judicial local government
State government
Federal government
Nation
International cooperation
Citizenship
Personal responsibilities
Civic responsibilities
Political participation

ECONOMICS CONCEPTS

Wants
Goods
Services
Choice
Interdependence
Productive resource
Natural resource
Capital goods
Scarcity
Opportunity cost
Consumers
Cost/benefit analysis
Resource allocation
Incentives
Voluntary exchange
Barter
Money
Division of labor
Productivity
Price
Market
Supply
Demand
Labor
Income
Entrepreneurs
Tax
Inflation
Deflation
Unemployment