

**DIOCESE OF KALAMAZOO SOCIAL STUDIES CURRICULUM FOR GRADES K-2**

**Catholic Social Teaching(s):** 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>• Use analog and digital clocks to tell time.</li> <li>• Use weeks, months and years as intervals of time.</li> <li>• Place events of their lives and the lives of others in chronological order.</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students participate as a group at the calendar daily. They identify days, weeks, months, and seasons.</p> <p>Students identify the “Seasons” of the Church year.</p> <p>Students identify days and times of upcoming events from a classroom calendar of events.</p> <p>Students make timelines showing highlights in their lives, birth to present, using pictures, narratives and dates.</p> <p>Students participate in “hands on” activities using individual clocks to tell time. Clocks can be made with paper plates and paper hands.</p> <p>Students recall special events and place them in chronological order.</p> <p>Students make “I Am Growing” booklets. Example: When I was __, I couldn’t __ Now I am __ and I can __. When I am, __, I will __.</p> <p>Students classify events using the following: past, present, future; before, during after; yesterday, today, tomorrow;</p> <p>Students use pictures, stories and other things to put events in order about their lives.</p>
<b>Materials/ Resources</b>	<p>Carle, E. (1977) <u>The grouchy ladybug</u>. New York: Harper Collins.</p> <p>Head, H. (1999) <u>Times of Day</u>. Steck-Vaughn Company.</p> <p>Krensky, S. (1989) <u>Big time bears</u>. Boston: Little Brown.</p> <p>Jeunesse, G. and Verdet, A. (1992) <u>All about times</u>. NY: Scholastic  <a href="http://www.marcopolo.worldcom.com">www.marcopolo.worldcom.com</a></p> <p>Wilder, L. (1932) My first little house books. New York: Scholastic.</p> <p>Zolotow, C. (1992) This quiet lady. New York: Greenwillow Books.</p> <p>Rubber stamp clocks</p>

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

<b>Strand</b>	Historical
<b>Standard</b>	Comprehending the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Identify who was involved, what happened and where it happened in stories about the past. (K, 1, 2)</li> <li>• Describe the past through the eyes and experiences of those who were there as revealed through their records. (K, 1, 2)</li> <li>• Recount events from simple biographies of women and men representing a variety of societies from the past. (K, 1, 2)</li> <li>• Identify and explain how individuals in history demonstrated good character and personal virtue. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students learn about St. Nicolas’ love for the poor after he “visits” and leaves treats for them on his feast day.</p> <p>Students role-play facts about people who represent holidays, i.e. St. Patrick, St. Valentine.</p> <p>Students participate in a Thanksgiving play.</p> <p>Students identify historical people, their accomplishments, and their good character traits and virtues: Columbus, Martin Luther King, Lincoln, Washington, St. Katharine Drexel, etc. and give a “Great Americans”oral book report after hearing or reading a biography.</p> <p>Students celebrate Cinco De Mayo Day and discuss its impact on the United States.</p> <p>Students visit nursing homes nd interview older adults or grandparents, ask them what school was like for them, and draw pictures to show then and now.</p> <p>Students write and illustrate their own biographies.</p> <p>Students identify and describe the way of life for Indians, Pilgrims, Pioneers, etc.</p> <p>Students write fiction and non-fiction stories.</p>
<b>Materials/ Resources</b>	<p>Field trips to pioneer historical home.</p> <p>Field trip to senior centers.</p> <p>Adler, D. (1998) A picture book [series] of Amelia Earhart, Abe Lincoln, MLK, etc.</p> <p>“<i>Let’s Find Out</i>” by Scholastic</p> <p><u>Little House on the Prairie series: Deer in the wood.</u></p> <p>Marzolla, J. (1993) <u>Happy birthday, Martin Luther King.</u> NY: Scholastic.</p> <p>Ray, D. (1990) <u>My daddy was a soldier.</u> A world war II story. NY: Holiday</p> <p><u>Rookie Biography series.</u> (1990) Chicago Children’s Press.Tunnell, M. (1997) <u>Mailing May.</u> NY: Greenwillow.</p> <p>Vizurraga, S. (1997) <u>Our old house.</u> NY: Henry Holt.</p> <p><u>Who was Abraham Lincoln?</u> (1993) National Geographic Website</p>

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

<b>Strand</b>	Historical
<b>Standard</b>	Analyzing and Interpreting the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use a variety of records to construct a narrative about their personal or family histories. (K, 1)</li> <li>• Differentiate between historical facts and historical interpretations. (2)</li> <li>• Explain why accounts of the same event differ. (1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students bring photographs of their families to school and explain the events in the pictures.</p> <p>Students make headlines of the important events in their lives and place them on a bulletin board.</p> <p>Students make posters of their lives using photographs, cards, and magazines for pictures and their baby books for information.</p> <p>Students listen to different versions of the same story and explain the reasons for the differences.</p> <p>Students write stories about themselves and compare and contrast with other students in the class.</p> <p>Students illustrate family history on pieces of material or paper and make a quilt.</p> <p>Students construct family trees to trace their heritage and present them to class.</p> <p>Students do reports on famous African Americans for “Black History Month”.</p> <p>Students read about historical people and act out their role in various historical events.</p> <p>Students distinguish between statements of fact or opinion and state the reason why.</p> <p>Students experience seeing things from a limited perspective –after the manner of describing an elephant from only the part that they see...by talking about only what they see. (<i>Homemade “blinders” which limit gazing at the much greater whole.</i>)</p>
<b>Materials/ Resources</b>	<p><a href="http://www.teachci.com">www.teachci.com</a> History Alive</p> <p><a href="http://www.michiganepic.org">www.michiganepic.org</a> History themes</p> <p>People behind our holidays.(1987) Washington: National Geographic Society. Filmstrip.</p> <p>Howard, E. <u>What’s in Aunt Mary’s Room?</u></p> <p>Lester, J. John Henry. (1994) Dial.</p> <p>Peterson, C. (1996) Harvest year. Honesdale, Pa: Boyd Mills.</p> <p>Stewart, S. (1997) The gardener. NY: Farrar, Strauss, Giroux</p>

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

<b>Strand</b>	Historical
<b>Standard</b>	Judging Decisions from the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences. (K, 1, 2)</li> <li>Evaluate decisions made by others as reported in stories about the past. (1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students recall and share decisions and consequences at circle time.</p> <p>Students role-play problem solving strategies.</p> <p>Students share information about the past, places and people.</p>
<b>Materials/ Resources</b>	<p><i>Decisions, Decisions</i>, software by Tom Snyder Productions</p> <p>Heo, Y. (1995) <u>Father's rubber shoes</u>. NY: Orchard Books</p> <p>Kuklin, S. (1992) <u>How my family lives in America</u>. NY: Broadbury Press.</p> <p>Schoeder, A. (1996) <u>Minty: The story of young Harriet Tubman</u>. NY: Dial.</p> <p>Wilder, L. (1932) <u>My first little house books: Going West</u> (rev. ed.) NY: Scholastic.</p>

**Catholic Social Teaching(s):** The Earth is our home. God has created many things of nature and human beings have created many characteristics.  
*Care of God's Creation and Call to Family, Community and Participation*

<b>Strand</b>	Geographic
<b>Standard</b>	People, Places and Cultures
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Describe the human characteristics of places and explain some basic causes for those characteristics. K, 1, 2)</li> <li>Describe the natural characteristics of places and explain some basic causes for those characteristics. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students classify characteristics of places as human or natural.</p> <p>Students create shoebox dioramas to represent the home-life of various different communities and will explain the cause of each.</p> <p>Students will compare data on their own communities with a very different community and explain the causes for the differences.</p> <p>Students write poems describing the human characteristics in a given place.</p> <p>Students listen to or read folktales about celebrations and holidays, especially Christmas and New Year, around the world.</p> <p>Students distinguish between water and land and name and locate major bodies of land and water.</p> <p>Students demonstrate understanding and use of directions: North, South, East, and West.</p> <p>Students identify and use various kinds of maps and understand map terms.</p> <p>Students participate in field trips to area sites such as Nature Center, Dutch Village, Pumpkin Patch, etc.</p> <p>Students complete a unit on Penguins and learn about Antarctica.</p> <p>Students categorize pictures of locations by their likenesses and differences.</p> <p>Students make models of communities showing land and water.</p> <p>Students collect food for the needy.</p>
<b>Materials/ Resources</b>	<p><u>Bunting, E. (1996) Someday a tree. NY: Clarion Books.</u><u>Families around the world. (series 1985-1998) NY: Bookwright Press.</u></p> <p><u>The Parade: Celebrating Cultural Traditions, a Storypath Unit, by Everyday Learning</u></p> <p>Cooney, B. (1992) <u>Miss Rumphius</u> NY: Viking Press.</p> <p>Dunphy, M. <u>Here is the tropical rain forest.</u> NY: Hyperion Books for Children.</p> <p>Fox, M. <u>Whoever You Are</u></p> <p>McClusky, R. (1941) <u>Make way for ducklings.</u> NY: Viking Press.</p> <p>Knight, M. B. <u>We belong here. An American story.</u> (1996) Gardiner, ME: Tilbury House Publishing.</p> <p>Kulbin, S. (1992) <u>How my family lives in America.</u> NY: Bradbury.</p> <p>Toft, K.M. (1998) <u>One less fish.</u> Watertwon, MA: Charlesbridge Publishing.</p> <p>Warginin, K. (1999) <u>Legend of sleeping bear.</u> Chesea, MI: Sleepy Bear Press.</p> <p><a href="http://www.internetgeography.co.uk">www.internetgeography.co.uk</a></p> <p><a href="http://www.timeforkids.com/TFK/">www.timeforkids.com/TFK/</a></p> <p><a href="http://www.execpc.com">www.execpc.com</a> and <a href="http://www.ccph.com">www.ccph.com</a></p>

**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 how people use the environment to meet human needs and wants. (K, 1, 2)</li> <li>• Describe the ways in which the environment has been changed by people, and the ways their lives are affected by the environment. (K 1, 2)</li> <li>• Suggest ways people can help improve the environment. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students explore the ways Native Americans used the environment.</p> <p>Students study the rainforest and collect money to save it.</p> <p>Students make booklets of God’s gifts that are in danger.</p> <p>Students participate in celebrating Earth Day by picking up trash at school, recycling, studying the life cycle of a butterfly and releasing it to help the environment.</p> <p>Students identify natural resources as materials from the earth that people use and discover ways to help maintain them.</p> <p>Students identify different kinds of community resources such as parks and museums.</p> <p>Students locate oceans, rivers, and major bodies of water.</p> <p>Students identify products used in the classroom and determine what is used to make them.</p> <p>Students compare the lifestyle of a different culture and the United States.</p> <p>Students describe different forms of transportation.</p> <p>Students participate in field trips to farms and factories to enhance thematic units.</p> <p>Students weave baskets, make clay pots, paper, grow plants, etc.</p> <p>Students bring pictures of food, shelter, and clothing of people, who live in other countries.</p> <p>Students make murals or collages of basic needs using magazine pictures.</p> <p>Students explain how Michigan’s Great Lakes meet basic needs and wants.</p> <p>Students use old photos and postcards to describe the ways the environment has changed.</p> <p>Students play “What If?” game i.e. What if we didn’t recycle, pick up garbage, etc.?</p>
<b>Materials/ Resources</b>	<p><a href="http://www.wmich.edu/mga">www.wmich.edu/mga</a></p> <p><a href="http://www.magma.nationalgeographic.com">www.magma.nationalgeographic.com</a></p> <p><a href="http://www.mcps.k12.md.us/curriculum/socialst/">www.mcps.k12.md.us/curriculum/socialst/</a></p> <p>continued...</p>

Allsburg, C. Just a dream.  
Berenstein, J and B. The Berenstain Bears Don't Pollute  
Burton, V.L. (1943) Katie and the big snow. Boston: Houghton Mifflin.  
Children Just Like Me (Unicef)  
Dunphy, M. Here is the tropical rain forest. NY: Hyperion Books for Children  
Hallinan, P.K. (2002) For the Love of Our Earth Nashville: Ideals Children's Books  
101 Things Kids Can Do to Help Save the Environment  
Seuss, Dr. (1971) The Lorax. NY: Random House  
Sherry, L. The great Kapok tree.  
Sherry, L. The river ran wild.  
The Wampanoags and the First Thanksgiving, a Storypath Unit by Everyday Learning  
Old turtle  
Oil Spill by Paul Mirocha  
Big City Port by Betsy Maestrot and Ellen DelVecchio

**Social Justice Teaching(s): Dignity and Rights of Workers and Rights and Responsibilities**

<b>Strand</b>	Geographic
<b>Standard</b>	Location, Movement and Connections
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Identify locations of significance in their immediate environment and explain reasons for their location. (K, 1, 2)</li> <li>• Identify people and places in other locations and explain their importance to the community. (K, 1, 2)</li> <li>• Identify people, goods, services and ideas in their community, which have come from other places and describe why they moved. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students act out peaceful ways to behave.</p> <p>Students read books and poems about the environment.</p> <p>Students define pollution and brainstorm how humans contribute to it.</p> <p>Students explore tasks associated with being a member of the class and school community.</p> <p>Students brainstorm responsibilities of students in various situations.</p> <p>Students illustrate situations that occur within family, school, and community.</p> <p>Students distinguish between city and country.</p> <p>Students visit hospital, fire stations, newspaper grocery stores, and other community services.</p> <p>Students write/illustrate their role in a given situation.</p> <p>Students play “Hide and Seek” game or “Treasure Hunt” using directions and clues to identify and explain locations as they search for a person or treasure.</p> <p>Students create community maps with legends of community buildings and services.</p> <p>Students create poster displaying various careers and present to class.</p> <p>Students create “Where am I in the Universe” display indicating various ways to describe where they are-home, neighborhood, community, school, city, state, etc...</p>
<b>Materials/ Resources</b>	<p><u>Families in their neighborhood</u>, a Storypath Unit by Everyday Learning</p> <p>Bunting, E. <u>No nap</u>.</p> <p><u>Flat Stanley</u></p> <p><u>Junior Achievement Program</u></p> <p>Kalman, B. (1998) <u>Community helpers from A to Z</u>. NY: Crabtree Publishing Co.</p> <p>Maestro, B. (1996) <u>Coming to America: stories of immigrants</u>. NY: Scholastic</p> <p>Park, M. (1998) <u>Aekyung’s Dream</u>. San Francisco: Children’s Book Press.</p> <p>Rockwell, A. F. (2001) <u>Career Day</u>. NY: Harper Collins Children’s Books</p> <p>Rosenbloom, R. (1992) <u>Journey to the golden land</u>, Philadelphia: Jewish Publishing</p>

**Catholic Social Teaching(s):** Care for God’s Creation and Option for the Poor and Vulnerable

<b>Strand</b>	Geographic
<b>Standard</b>	Regions, Patterns and Processes
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Identify regions in their immediate environment and describe their characteristics and boundaries. (1, 2)</li> <li>• Compare their community and region with others. (K, 1, 2)</li> <li>• Describe changes in the region over time as well as presently. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students make litterbags, take a walk, and pick up trash.</p> <p>Students look at maps and globes and identify elements.</p> <p>Students relate maps and globes to our state and country.</p> <p>Students complete simple tasks according to simple maps.</p> <p>Students make a map of the classroom using appropriate symbols.</p> <p>Students make maps of the community and locate each student’s house on the map.</p> <p>Students participate in a field trip to Cereal flats.</p> <p>Students fill in maps and assess progress.</p> <p>Students compare and contrast selected communities with their own on a chart.</p> <p>Students draw pictures of land and water formations and point out the same features on maps and globes.</p> <p>Students compare old maps to current ones to see changes.</p> <p>Students explain boundaries.</p> <p>Students compare and contrast two adjacent regions.</p>
<b>Materials/ Resources</b>	<p>Cooper, E. (1997) Country fair. NY: Greenwillow.</p> <p>Goble, P. (1995) Crow chief: a plains Indian story. NY: Orchard Press.</p> <p>Hewitt, S. (1996) The Plains people. NY: Children’s Press.</p> <p>Nelson, S.D. (1999) Gift horse: A Lakota story. NY: Harry N. Abrahms</p> <p>Fleming, D. (1996) Where once there was a wood</p> <p>Software: “Community Construction Kit” by Tom Synder</p> <p><u>This Land is Your Land</u> by Woody Guthrie</p> <p><u>Thompson, R. (1999) Then and now. Fitzhering and Whitehouse.</u></p> <p><u>One Afternoon</u> by Yumi Heo</p> <p><u>Marine World, a Storypath Unit</u> by Everyday Learning</p>

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

<b>Strand</b>	Geographic
<b>Standard</b>	Global Issues and Events
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Locate and describe major world events that are having an impact on their community and explain why they are important to the community. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students pray for a different continent each day.</p> <p>Students locate countries on maps and globes as traditions are studied.</p> <p>Students identify relatives living in foreign countries and correspond with them about events occurring around them.</p> <p>Students participate in a “Christmas Around the World” unit to study other cultures.</p> <p>Students discuss current events, and realize whom, how, and why they should help.</p> <p>Students bring news stories from magazines, newspapers, etc. to school and locate the place of the event on the map.</p> <p>Students explore information on locations, i.e. culture, characteristics, etc.</p> <p>Students draw and describe an event that affects us, such as an oil shortage or a natural disaster.</p> <p>Students research Peace Corp and report on its impact.</p> <p>Students research Peacekeeper groups .</p> <p>Students prepare a storyboard on the works of the Red Cross</p> <p><a href="http://www.multiculturalteachers.com">www.multiculturalteachers.com</a></p> <p><a href="http://www.newsweek.com">www.newsweek.com</a></p> <p><a href="http://un.org/Pubs/CyberSchoolBus">http://un.org/Pubs/CyberSchoolBus</a></p> <p><a href="http://multimedia2.freac.fsu.edu/fga/lessonplans.html">http://multimedia2.freac.fsu.edu/fga/lessonplans.html</a></p>
<b>Materials/ Resources</b>	<p><a href="http://www.timeforkids.com">www.timeforkids.com</a></p> <p><a href="http://www.un.org">www.un.org</a></p> <p><a href="http://www.geographia.com">www.geographia.com</a></p> <p><a href="http://www.on-this-day.com">www.on-this-day.com</a></p> <p>Scholastic News</p> <p><a href="http://www.multiculturalteachers.com">www.multiculturalteachers.com</a></p> <p><a href="http://www.newsweek.com">www.newsweek.com</a></p> <p><a href="http://un.org/Pubs/CyberSchoolBus">http://un.org/Pubs/CyberSchoolBus</a></p> <p><a href="http://multimedia2.freac.fsu.edu/fga/lessonplans.html">http://multimedia2.freac.fsu.edu/fga/lessonplans.html</a></p>

Catholic Social Teaching(s): Rights and responsibilities; Call to *Community and Participation*

<b>Strand</b>	Civic
<b>Standard</b>	Purposes of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Cite examples of government carrying out its legal authority in their community. (K, 1, 2)</li> <li>• Describe consequences of not having rules. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students illustrate classroom rules, discuss their importance, and what would happen if rules didn't exist..</p> <p>Students differentiate rules that are for the common good from that that are just "good for a certain group".</p> <p>Students role- given situations in which rights are violated, such as a theft and discuss the importance of rules and who has the right and the legal authority to intervene</p> <p>Students create K-W-L charts on rules and safety.</p> <p>Students discuss and role-play the jobs of community helpers, police, firemen, etc. and how they protect the rights of citizens.</p> <p>Students participate in a field trip to a civic building, such as courthouse.</p> <p>Students listen to public safety officers, discuss why they are necessary, and illustrate them at work.</p> <p>Students study the Presidents of the United States and compare to other countries and government.</p> <p>Students take turns and share, thus exhibiting good citizenship.</p> <p>Students invite a civic official to class, such as the mayor, and interview him or her on authority and role in the community.</p> <p>Students invite the supervisors or managers of parents to be interviewed on their role and authority.</p>
<b>Materials/ Resources</b>	<p>Arnold, C. (1983) <u>Why do we have rules?</u> NY: Watts</p> <p>Winn, M. (1972) <u>Shiver, gobble, and snore.</u> NY: Simon and Shuster.</p> <p>Millman, D. (1991) <u>The secret of the peaceful warrior.</u> NY: H.J. Krane</p> <p>Scholastic News</p> <p>Junior Achievement</p>

**Social Justice Teaching(s): Justice and Freedom are related to our rights and responsibilities.**

<b>Strand</b>	Civic
<b>Standard</b>	Ideals of American Democracy
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identify aspects of life at school and in the local community that illustrate justice and freedom. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students discuss situations where people are oppressed, such as not free to practice religion, not free to vote, not free to live in certain areas.</p> <p>Students relate stories and teachings of Jesus that show us how to live in a just and free way.</p> <p>Students illustrate persons who help bring about justice and freedom in their community.</p> <p>Students identify tasks associated with being a member of the school and name a responsible classroom citizen for the week.</p> <p>Students participate in conflict resolution activities.</p> <p>Students explain freedom and give examples of freedom of speech, print and assembly.</p> <p>Students explain and give examples of justice and injustice in the following situations:  as the fair distribution of benefits and burdens,  fair correction of wrongs and injuries,  Students illustrate or chart to show what would happen if justice is not met.</p> <p>Students sing “America the Beautiful” and make a class collage of beautiful sights in America</p> <p>Students play “Duck, Duck, Goose” without rules and compare the difference in the activity with the times it is played following the rules to illustrate the importance of having rules.</p> <p>Students explain that our country is founded upon core democratic values of justice and freedom.</p> <p>Students draw the flag of the United States and the flag of the United Nations and compare them.</p>
<b>Materials/ Resources</b>	<p>Mattern, J. (1992) <u>Young Martin Luther King</u>. Mahwah, NJ: Troll Associates.</p> <p>Marzollo, J. (1993) <u>Happy Birthday, Martin Luther King</u>. New York: Scholastic.</p> <p>Rattmen, G. <u>Officer Buckler and Gloria</u>.</p> <p>Ringgold, F. (1992) <u>Aunt Harriet’s Underground railroad in the sky</u>. City: Crown.</p> <p>Sisulu, E. (1996) <u>The day gogo went to vote</u>: South Africa. City: Little, Brown.</p>

**Catholic Social Teaching(s): Rights and responsibilities ; Solidarity**

<b>Strand</b>	Civic
<b>Standard</b>	Democracy in Action
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values. (K 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students explore cooperation, consensus, and taking group action to solve problems.</p> <p>Students participate in a play or choral reading that promotes cooperative behavior.</p> <p>Students role-play conflicts and determine solutions to the conflicts based on Democratic Core Values.</p> <p>Each side presents a perspective; each side listens to the other side and tries to understand; each makes a suggestion to resolve the situation; a compromise is made. Question: Was it a fair settlement?</p> <p>Students brainstorm ways to resolve conflicts so that everyone is a winner.</p> <p>Students brainstorm fair ways of making decisions.</p> <p>Students identify City Hall as a building and describe the roles of the important people working there.</p> <p>Students experience majority rule voting..</p>
<b>Materials/ Resources</b>	<p><u>Families in Their Neighborhood</u>, a Storypath Unit by Everyday Learning</p> <p>Peace Education Foundation</p>

**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>Identify rules at school or in the local community and consider consequences for breaking rules. (K, 1, 2)</li> <li>Describe fair ways for groups to make decisions. (K, 1)</li> <li>Describe ways that individuals influence each other. (1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students pose solutions and identify the best actions to solve a classroom problem.</p> <p>Students draw pictures of important rules, make posters with drawings and post them in the school hallways.</p> <p>Students explain the difference between decisions that are fair and those that are not fair.</p> <p>Students play “Name That Rule” to review classroom rules and explain why the rules are important.</p> <p>Students listen and respond to stories about good citizens.</p> <p>Students brainstorm ways that people get others to agree with them.</p>
<b>Materials/Resources</b>	<p>Levine, A. (1993) <u>Mrs. Moscowitz’s last stand</u>. New York: Tambourine Books.</p> <p>Marshall, J. <u>The cut-ups</u></p> <p>Pinkwater, D. (1977) <u>The big orange splot</u>. New York: Hastings House.</p> <p>Scieszka, J. <u>True story of the three little pigs</u></p> <p><u>The pledge of allegiance</u>. Scholastic</p> <p>Winn, M. (1972) <u>Shiver, gobble, and snore</u>. NY: Simon and Shuster.</p>

**Social Justice Teaching(s): Solidarity**

<b>Strand</b>	Civic
<b>Standard</b>	American Government and World Affairs
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Distinguish between events in this country and events abroad. (1)</li> <li>Recognize events in other countries can affect Americans. (2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students discuss poverty in countries, such as Haiti, and raise money to help support the people’s needs.</p> <p>Students read and collect news stories and put in booklets arranged by continents.</p> <p>Students create class charts to distinguish: Things only in the U.S. --Things only in other countries and write a paragraph on the differences.</p>
<b>Materials/Resources</b>	<p><a href="http://www.catholicreliefservices.org">www.catholicreliefservices.org</a></p> <p><a href="http://www.magma.nationalgeographic.com/education1">www.magma.nationalgeographic.com/education1`</a></p> <p>McMahon, P. (1997) <u>Six words, many turtles, and three days in Hong Kong</u>. Boston: Houghton Mifflin.</p>

**Catholic Social Teaching(s): Care for the things of God’s Creation; Option for the Poor**

<b>Strand</b>	Economic
<b>Standard</b>	Individual and Household Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Identify ways families produce and consume goods and services. (K, 1)</li> <li>• List ways individuals can conserve limited resources. (2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students make posters showing consumer vs. producer and farmers vs. city.</p> <p>Students explain the meaning of the terms: scarcity, needs and wants, goods and services.</p> <p>Students explain how choices made should be just when resources are scarce.</p> <p>Students distinguish between examples of things that are scarce and things that are not scarce.</p> <p>Students make charts to illustrate differences between needs and wants.</p> <p>Students identify 5 goods and 5 services that their families use.</p> <p>Students make a chart for goods and services that their families need.</p> <p>Students identify goods and tell how they are made and eventually reach them.</p> <p>Students make posters to remind parents to recycle to preserve God’s creation Students brainstorm alternative materials for activities that use paper.</p> <p>Students role-play conserving water in everyday activities: hand washing, brushing teeth, etc.</p> <p>Students participate in Reduce, Reuse and Recycle programs, Save the Earth projects, conservation of materials i. e. using both sides of paper, making a bird feeder out of a milk jug.</p> <p>Students participate in a farm unit and grow gardens.</p> <p>Students list ways individuals can conserve resources.</p>
<b>Materials/ Resources</b>	<p>Berenstain, J and S.. <u>The Bernstain bears: get the gimmies.</u></p> <p>Berenstain, J and S. <u>The Bernstain bears: count their blessings</u></p> <p><u>Economic Songs-</u> Parodies of familiar tunes.</p> <p>Neitzel, S. <u>The Bag I’m Taking to Grandmother’s House,</u></p> <p>Saunders, P and Gilliard, J. (eds.) (1996) <u>A framework for teacher basic economic concepts.</u> NY: National Council of Economic Education.</p> <p>Viorst, J. (1978) <u>Alexander, who used to be rich last Sunday.</u> NY: Atheneum.</p> <p>Williams, V.B. (1982) <u>A chair for my mother.</u> NY: Greenwillow Books</p> <p><i>Junior Achievement Program</i></p>

**Social Justice Teaching(s):** Dignity of Work .

<b>Strand</b>	Economic
<b>Standard</b>	Business Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Connect economic needs and businesses that meet them. (K, 1, 2)</li> <li>• Select a particular good or service and describe the types of resources necessary to produce and distribute it. (1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students distinguish between natural, human, and capital resources by classifying examples or illustrating them.</p> <p>Students list all the resources necessary to have a bale sale or a lemonade stand.</p> <p>Students use a Venn diagram to illustrate “wants” vs. “needs”.</p> <p>Students participate in a field trip to a local grocery store.</p> <p>Students identify locations of grocery stores on a map of the city and explain their significance.</p> <p>Students set up a store in their classroom and sell products.</p> <p>Students visit a factory and explain the resources that are used to produce the goods and distribute them.</p> <p>Students read and dramatize the stories of the Wedding Feast at Cana, the Loaves and Fishes, , etc. to demonstrate Jesus’ example of sharing with the needy</p>
<b>Materials/ Resources</b>	<p>Bibbons, G. <u>Milk from Cow to Carton</u></p> <p>Boucher, J. (1993) <u>Fire truck nuts and bolts</u>. MN: Carolrhoda.</p> <p>DePaola, T. (1974) <u>Charlie needs a cloak</u>. NY: Simon and Shuster.</p> <p>Hall, D. <u>The Ox Cart Man</u></p> <p><u>Main Street</u>, a Storypath Unit by Everyday Learning</p> <p>Priceman, Marjorie. <u>How to Make an Apple Pie; See the World</u></p> <p>Junior Achievement Program</p>

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

<b>Strand</b>	Economic
<b>Standard</b>	Role of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Describe a good or service provided by the local government and the method of payment. (K, 1, 2)</li> <li>•</li> <li>• Identify the goods and services their school provides and the people who provide them. (K, 1, 2)</li> <li>• Identify an unmet local and economic need and propose a plan to meet it. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students learn about services and protection provided locally when a fireman visits the school with the fire truck.</p> <p>Students make thank you cards for school volunteers who serve them –possibly during Catholic Schools’ Week.</p> <p>Students identify taxes as money paid to the government for services.</p> <p>Students make a poster which illustrates goods and services that the local government provides.</p> <p>Students distinguish between needs that can be met through purchases (economic needs) and other intangible needs, such as belonging.</p> <p>Students identify several classroom needs and prioritize them. They discuss who has the power to meet the need. They determine what course of action is needed to meet this need.</p> <p>Students identify 5 goods and 5 services that their families use.</p> <p>Students make a chart for goods and services that their families need.</p> <p>Students identify goods and tell how they are made and eventually reach them.</p> <p>Students create a collage from advertisements in magazines and papers to illustrate needs.</p> <p>Students set up a classroom store, sell goods, make change, etc.</p>
<b>Materials/ Resources</b>	<p><i>Junior Achievement Program</i></p> <p>Lied, K. (1997) <u>Potato: a tale of the great depression</u>. Washington, DC: National Geographic Society.</p>

**Social Justice Teaching(s):** The Dignity of Work and The Rights of Workers and Solidarity

<b>Strand</b>	Civic
<b>Standard</b>	Economic Systems
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Identify examples of markets they experience in their daily lives. (K, 1, 2)</li> <li>• Distinguish between producers and consumers in a market economy. (K, 1, 2)</li> <li>• Describe how the choices they make impact business decisions. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students explain the meaning of market and identify markets.</p> <p>Students categorize pictures from catalogues and magazines as wants or needs.</p> <p>Students graph items that many students have at home and those few students have at home. Identify which are want and which are needs.</p> <p>Students make charts showing the similarities and differences of producers and consumers.</p> <p>Students role play examples of fair trade and unfair trade.</p> <p>Students list 5 goods and determine the producers and consumers.</p> <p>Students list 5 services and determine the producers and consumers.</p> <p>Students conduct a bake sale and count the number of items to be sold. They compare this with the number sold. From the data, students decide what choices they would make if they had another bake sale.</p>
<b>Materials/ Resources</b>	<p>Dorros, A. <u>Any cities</u></p> <p>Brown, M. <u>Arthur’s funny money</u></p> <p>Peterson, C. (1994) <u>Extra cheese, please. Mazzeolla’s journey from cow to pizza.</u> Honesdale, PA: Boyd Mills.</p> <p>Junior Achievement Program</p>

**Catholic Social Teaching(s):** Rights and Responsibilities and Option for the Poor and Vulnerable

<b>Strand</b>	Economic
<b>Standard</b>	Trade
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Recognize economic exchanges in which they participate. (K, 1, 2)</li> <li>• Identify U. S. coin and currency denominations and describe the role of cash in the exchange of goods and services. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students hold a bake sale to earn money for the poor in their communities or missions overseas.</p> <p>Students use plastic coins to identify shape, size and identifying characteristics of money.</p> <p>Students identify and understand the value of penny, nickel, dime, and quarter.</p> <p>Students set up a shop to practice the value of coins and making change.</p> <p>Students stamp coin amounts on paper and state their value.</p> <p>Students identify recent purchases they've made and their cost.</p> <p>Students role-play working in a grocery store and determine coins needed for purchases.</p>
<b>Materials/ Resources</b>	<p>Ransom, C. <u>The big green pocket book</u> .</p> <p>Berenstain, Jand S. <u>Berenstain bears: get the gimmies</u></p> <p>Viorst, J. (1978) <u>Alexander, who used to be rich last Sunday</u>. NY: Atheneum.</p> <p>Steinberg, E. (1994) <u>The story of money</u>. NY: Federal Reserve Bank of NY</p> <p>Stewart, S. (1994) <u>Money Tree</u>. Canada: Sunburst.</p> <p>Ziefert, H. <u>A New Coat for Anna</u> .</p> <p>Set of coin rubber stamps</p> <p><i>Junior Achievement Program</i></p>

**Catholic Social Teaching(s):Rights and Dignity of the Human Person; Call to Participation**

<b>Strand</b>	Inquiry
<b>Standard</b>	Information Processing
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables. (K, 1, 2)</li> <li>• Acquire information from observation of the local environment. (K, 1, 2)</li> <li>• Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students invite a visitor that they would like information about to class for an interview. They create several questions to ask and produce a mini-biography from information gathered to show that information can be gathered from people .</p> <p>Students walk around the school or neighborhood to observe what they see. They list 10 things that they saw, draw them, and try to categorize their findings in an organized manner, as These were the most interesting, etc..</p> <p>Students locate land, water, and objects on maps.</p> <p>Students draw simple maps of the classroom and their neighborhoods using symbols and a legend that they create.</p> <p>Students make graphs showing the similarities and differences of the characteristics of the students in the classroom in such things as likes/dislikes. Students could work in groups and work on different topics so that the class would have to interpret all the graphs.</p> <p>Students create a wall chart story of what they observed at a school function.</p> <p>Students make simple drawings of things in the environment and how they are affected by the seasons.</p>
<b>Materials/ Resources</b>	<p>Greisman, J. and Wittels, H. (1995) <u>A bird’s eye view: a first book of maps</u>. NY: Scholastic.</p> <p>Moss, M. (1991) <u>True heart</u>. San Diego: SilverWhistle/Harcourt Trade</p> <p>Sweeney, J. (1996) <u>Me on the map</u>. NY: Crown.</p>

**Catholic Social Teaching(s):**

<b>Strand</b>	Inquiry
<b>Standard</b>	Conducting Investigations
<b>Benchmarks</b>	<ul style="list-style-type: none"><li>• Pose a question about life in their school or local community. (K, 1, 2)</li><li>• Gather and analyze information in order to answer the question posed. (K, 1, 2)</li><li>• Construct an answer to the question posed and support their answer with evidence.</li><li>• Report the results of their investigation. (K, 1, 2)</li></ul>
<b>Sample Assessment Tasks</b>	<p>Students pose a question about their playground, such as, What new playground equipment is most needed and why?</p> <p>They create three questions to answer to investigate and locate information using three different ways. They discuss their findings.</p> <p>Students explore problems of speeding cars and litter in their neighborhoods.</p>
<b>Materials/ Resources</b>	<p><a href="http://www.ali.apple.com/action.lasso">www.ali.apple.com/action.lasso</a></p> <p>DeGross, M. Granddaddy's street songs. NY: Jump at the Sun/Hyperion</p> <p><u>Families in Their Neighborhood</u>, a Storypath Unit by Everyday Learning</p>

**Catholic Social Teaching(s): Solidarity We live in harmony with others and want to preserve life.**

<b>Strand</b>	Public Discourse and Decision Making—Unresolved issues that require resolution if people are to govern themselves coherently.
<b>Standard</b>	Identifying and Analyzing Issues
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Pose a question about matters of public concern that they have encountered in school or in the local community. (K, 1, 2)</li> <li>• Compare their own viewpoints about the matter with that of another individual. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students role-play conflict and resolution situations.</p> <p>Students write or draw reactions to role-playing activities.</p> <p>Students present their viewpoints on a particular subject, such as—Should students have homework on Fridays, or be allowed to bring to school-- and write down all their reasons why. They compare answers with a peer.</p>
<b>Materials/Resources</b>	<p>Berenstain, J and B. <u>The Berenstain bears: no girls allowed.</u> NY: Random House.</p> <p>Coles, R. (1995) <u>The Story of Ruby Bridges.</u> NY: Scholastic.</p> <p>Johnson, S. (1977) <u>The value of courage: story of Jackie Robinson.</u> LaJolla, CA: Value Communications.</p> <p><u>Marine World: The Great Barrier Reef</u>, a Storypath Unit by Everyday Learning</p> <p><i>Scholastic News</i></p>

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

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Group Discussion
<b>Benchmarks</b>	Engage each other in conversations about issues pertaining to governing their school. (K, 1, 2)
<b>Sample Assessment Tasks</b>	<p>Students, working in pairs, state and compare their viewpoints about a matter of concern they have encountered in school or in the community.</p> <p>Students discuss the roles of various helpers and the importance of followers.</p> <p>Students decide where to take an imaginary class field trip and suggest fair procedures for voting and examine the consequences of each suggestion.</p>
<b>Materials/Resources</b>	Gallagher, A. (1991) <u>Acting together, excerpts for child’s literature on themes from the Constitution.</u> Denver: SS Education Consortium, Inc.

**Catholic Social Teaching(s): All Major Themes of Catholic Social Teachings**

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Persuasive Writing
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Compose brief statements expressing a decision on an issue in the school or local community. (1,2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students present skits to show understanding of the major themes of Catholic Social Teachings.</p> <p>Students brainstorm decisions or resolutions involving events or conflicts.</p> <p>Students write, draw, or orally share their opinions about these situations.</p>
<b>Materials/ Resources</b>	

**Catholic Social Teaching(s): All**

<b>Strand</b>	Citizen Involvement
<b>Standard</b>	Responsible Personal Conduct
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Help to determine, interpret and enforce school rules. (K, 1, 2)</li> <li>• Participate in projects designed to help others in their local community. (K, 1, 2)</li> </ul>
<b>Sample Assessment Tasks</b>	<p>Students develop classroom rules after hearing a local community official (could be a school board member) speak.</p> <p>Students participate in the community through prayer, partner activities and service. Activities include collecting canned food for the needy, visiting the local food pantry and Salvation Army, participating in clean-up projects, and visiting nursing homes.</p> <p>Students have a Birthday Party for Jesus and give the baby gifts to Christian Family Services.</p> <p>Students engage a variety of community service activities and write or draw about their experiences.</p> <p>Students research community projects and recipients to discover the impact of students’ actions on others and role-play those effects.</p> <p>Students work together with the local government to design a ”Project” (playground, etc.) around town.</p>
<b>Materials/ Resources</b>	<p><u>Scholastic News</u></p> <p><u>Communities and Their Decisions</u>, a Storypath Unit by Everyday Learning</p>

