

Project Stars

Social Studies

Students and **T**eachers **A**chieving **R**emarkable **S**tandards



A Guide to a
Standards Based
Social Studies Curriculum
Kindergarten through Grade 8

Los Angeles Archdiocese
Department of Catholic Schools
1999-2000

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Sources

The following document served as sources in drafting the Archdiocesan Social Studies Guidelines:

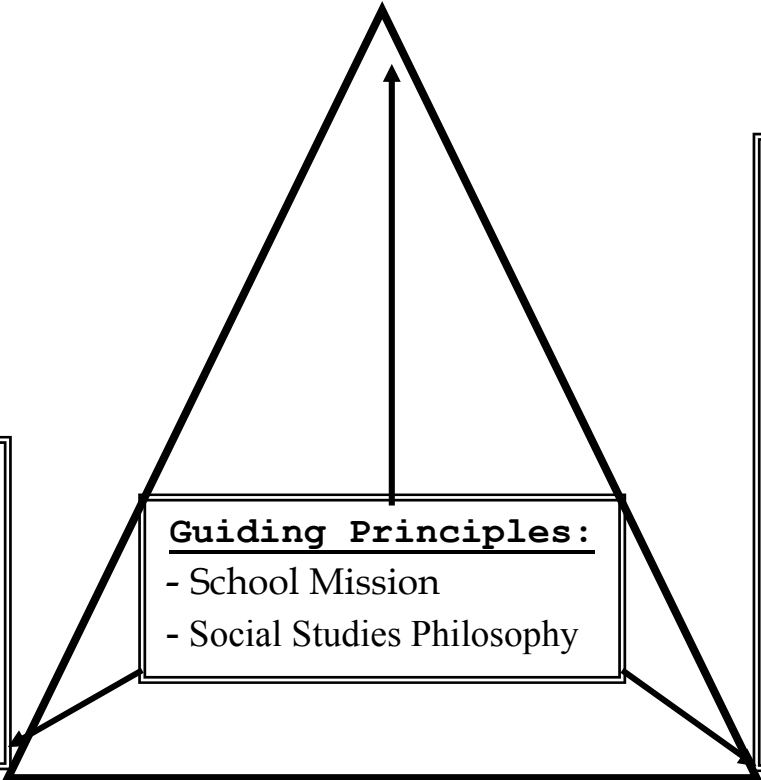
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Benchmarks of Excellence: Effective Boards of Catholic Education, John J. Convey and Regina M. Haney, NCEA Publication, 1997
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1997 California History and Social Science Framework - Sacramento, CA

*Student Centered
Curriculum Model
Social Studies*

"WHAT"
The California Content Standards and
The Social Teachings of the Catholic Church Determine
WHAT Teachers Should TEACH and
WHAT students should KNOW and should be able to DO and BE

"ASSESS"
The teacher
selects
*MULTIPLE
INDICATORS
OF LEARNING*
to evaluate the
effectiveness
of the
methodologies
used in light of
the degree of
**STUDENT
PROFICIENCY**

"HOW"
The teacher
selects effective
METHODOLOGIES to
help students learn
the prescribed
"WHAT"



Our Social Studies Philosophy

The Social Studies Curriculum of the Los Angeles Archdiocese seeks to help students develop a sense of who they are as children of God and as children of this world. Through the acquisition of historic knowledge, Catholic social teachings and values, and social skills, they learn to appreciate the past, understand the present, and commit to building a better future for all. The social studies program prepares and challenges the students to live productive and fulfilling lives as participatory members of their local, national, and global communities by safeguarding human life, promoting the solidarity of the human community, seeking justice, pursuing peace, and caring for God's creation.

Archdiocesan Social Studies Course of Study The "WHAT" of the Curriculum

The California content Standards and the Social Teachings of the Catholic Church determine the "content" teachers should teach, and the "What" students should know and should be able to do.

The following Archdiocesan Social Studies Guidelines provide you with **the 1999 California History/Social Science Content Standards** for the teaching of social studies. They tell you what students should be learning at the respective grade levels. The "Benchmark Proficiencies" spell out what it is that students should know and be able to do upon completing the coursework.

The Guidelines also provide you with a synthesis of the vital **Social Teachings of the Catholic Church and with the targeted student behavioral outcomes.**

Instructional Program The "HOW" of the Curriculum

The Archdiocesan guidelines prescribe the "WHAT" of the curriculum. **They are not intended to serve as an instructional plan.** It always has been and still is the prerogative and responsibility of the teacher to make these instructional decisions. The 1997 California History and Social Studies Framework and state approved textbook publications or other instructional materials are helpful resources. They do not, however, replace the "WHAT" of the curriculum that is specified in these guidelines. Care must be taken that the selected teaching materials do support **teaching to the standards** as identified in the guidelines.

The 1997 California History and Social Science Framework (Item No 1284 - 169pp-\$12.50) can serve as an excellent resource. It sets forth, in an organized way, the knowledge and understanding that students need to function intelligently and become participatory citizens in a democratic society.

Other resources, such as state approved textbook series, publications from professional organizations, e.g. National Council of Social Studies, and the world wide web, also provide a wealth of ideas and suggestions for designing standards based instruction. Ultimately, all instructional decisions should be based on student needs. The approaches that work best to help students in the classroom progress toward "**achieving remarkable standards**" are the recommended methodologies. These instructional decisions must take into consideration unique classroom factors such as prior learning, developmental level, language skills, resources, and time limitations.

Designing your Instructional Plan

When designing your instructional program, keep in mind that all of the prescribed California Content Standards must be addressed. Teachers must make wise decisions regarding the breadth versus depth dilemma. The National Council of Social Studies further recommends that the following principles of teaching and learning be taken into consideration.

Principles of Teaching and Learning Social Studies

National Council of Social Studies

1: Social studies teaching and learning are powerful when they are meaningful.

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.

2. Social studies teaching and learning are powerful when they are integrative.

- Social studies is integrative in its treatment of topics. It is integrative across time and space.
- Social studies teaching integrates knowledge, skills, beliefs, values, and attitudes to action.
- Social studies teaching and learning integrate effective use of technology.
- Social studies teaching and learning integrate across the curriculum.

3. Social studies teaching and learning are powerful when they are value-based.

- The teacher is reflective in planning, implementing, and assessing instruction.
- Powerful social studies teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgating personal, sectarian, or political views, these teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

- Powerful social studies teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.

4. *Social studies teaching and learning are powerful when they are challenging.*

- Students are expected to strive to accomplish the instructional goals, both as individuals and as group members.
- Teachers model seriousness of purpose and a thoughtful approach to inquiry and use instructional strategies designed to elicit and support similar qualities from students.
- Teachers show interest in and respect for students' thinking, but demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

5. *Social studies teaching and learning are powerful when they are active.*

- Active social studies teaching requires reflective thinking and decision-making as events unfold during instruction.
- Students develop new understanding through a process of active construction of knowledge.
- Interactive discourse facilitates the construction of meaning required to develop important social understanding.
- Teachers gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners.
- Powerful social studies teaching emphasizes authentic activities that call for real-life applications using the skills and content of the field.

III. "ASSESS"

Designing your Assessment Program

Standards based education demands that teachers and administrators re-examine their assessment practices. When designing your assessment program, consider the following recommendations by Nobel Laureate Wolfgang Pauli, 1994.

- Assessment programs must be combined with high performance standards and must encourage and lead learning--not just measure it. Knowledge gained from assessment must drive improvement and growth--for programs as well as for individual students.
- Assessment must measure what is valued--not just those skills that are quick and easy to measure. Therefore, if the new education paradigm emphasizes principle and process for broad concepts, assessment systems must measure learning at that level.
- Assessment should be carefully and thoughtfully embedded in instruction. It should be part of the learning rather than conclude or terminate learning.
- Assessment must be fair and equitable as well as valid and reliable. To meet these criteria, the assessment must have a clear, precise connection with the expected learning and give students an opportunity to demonstrate *performance* (not just knowledge and skills) and use alternatives in demonstrating their mastery.
- Teachers must be involved in the design of assessment programs and the interpretation of the data. In addition, teachers should be responsible for making adjustments to programs and strategies in order to improve learning.
- The assessment program, all of its underlying principles, its instruments, and its results should be openly available to all stakeholders.

Textbook generated chapter and unit tests, or of-the-shelf standardized tests must be supplemented by other forms of assessment, including frequent informal assessment of students' ability to apply learned values and skills to everyday life situations and other non-traditional approaches, such as authentic assessment.

**The Curriculum Commission recommends 9 programs
for adoption to the State Board of Education:**

The following texts have been approved by the State Board of Education because they are well aligned with the California Content Standard. If you are currently using another series, teachers must carefully study the content and ascertain that all the standards and the respective benchmark proficiencies are addressed. This means that teachers may have to supplement the series with other resources.

Recommended Programs

Publisher and Program	Grade Level
Decision Development: <i>Ancient World 2000+</i>	6
Glencoe/McGraw Hill: <i>American Journey</i>	8
Harcourt Brace: <i>Social Studies</i>	K-6
Holt, Rinehart and Winston: <i>Call to Freedom</i>	8
Holt, Rinehart and Winston: <i>Exploring America's Past</i>	8
Houghton Mifflin: <i>Social Studies</i>	3-8
McGraw-Hill: <i>Adventures in Time and Place</i>	K-6
Prentice Hall: <i>American Nation</i>	8
Scott Foresman/Addison Wesley: <i>Why We Remember</i>	8
Scott Foresman/Addison Wesley: <i>Why We Remember with Vital Links</i> as ancillary material	8

Recommended Programs Pending Review on January 21-22, 1999

Publisher and Program	Grade Level
Decision Development: Social Science 2000	K-3,5
Oxford University: A History of Us	5, 8

Programs NOT Recommended

Publisher and Program	Grade Level
Interactive Educational Software: American History	5, 8
Interactive Educational Software: World History	6, 7
R.C. Law: My California	4
R.C. Law: Our Land of Liberty	5
Scott Foresman/Addison Wesley: Vital Links	8

Role of the Social Studies Curriculum Coordinator

The Social Studies Coordinator works closely with the principal to:

- Spearhead the social studies in-depth study and the yearly update of its plan of action.
- Map out the faculty social studies meeting (times, places, and content) for the upcoming school year.
- Educate social studies teachers on the use of the archdiocesan social studies curriculum guidelines.
- Encourage the integration of social studies with the social teachings of the catholic church and other curriculum areas.
- Discuss a variety of teaching methods and assessment tools with teachers.
- Encourage faculty and students to participate in archdiocesan and state social studies contests.
- Keep inventory and inform teachers of existing supplementary teaching resources.
- Draft each spring, after teacher input, a list of needed additional resources.
- Stays abreast of current thinking and practices in the area of Social Studies

Integrating Catholic Social Teachings Into The Social Studies Curriculum:

The Church urges all Catholic educators to effectively integrate the social teachings of the church with its curriculum and to imbue it with its core catholic social values. The social studies curriculum offers unique opportunities to respond to this call.

The Church document: *Sharing Catholic Social Teaching: Challenges and Directions* (Appendix A) are a powerful reflection of the U.S. Catholic Bishops that will inspire and guide you in your teaching. In this document the Bishops comment on the seven Catholic Social Teaching themes given to us over 100 years ago by Pope Leo XIII, in his encyclical *Rerum Novarum*.

- 1: Life And Dignity Of The Human Person**
- 2: Call To Family, Community, And Participation**
- 3: Rights An Responsibilities Of The Human Person**
- 4: Option For The Poor And The Vulnerable**
- 5: Dignity Of Work And The Rights Of Workers**
- 6: Solidarity Of The Human Family**
- 7: Care For God's Creation (not derived from Rerum Novarum)**

In the process of learning about these seven themes through the social studies curriculum, students develop the desired Catholic social attitudes and behaviors that are well aligned with gospel teachings. We have included a suggested list of eighth grade behavioral outcomes for each of the seven themes. Adapting these outcomes to the age level of the students taught should not be too difficult a task. The next step is to decide which standards and benchmark proficiencies offer unique opportunities for integrating the seven themes with the curriculum.

An additional helpful resource to draw from is a 1999 NCEA publication: *From the Ground Up: Teaching Catholic Social Principals in the Elementary School*. (Appendix B) This document offers grade level specific targeted behavioral outcomes with teaching suggestions and sample activities that will help your students develop a deeper appreciation of and commitment to the social teachings of the Catholic Church.

Basic Themes of Catholic Social Teaching

From the Bishops' Statement:
*Sharing Catholic Social Teaching:
Challenges and Directions*

1: Life and Dignity of the Human Person

“In the Catholic social vision, the human person is central, the clearest reflection of God among us. Each person possesses a basic dignity that comes from God, not from any human quality or accomplishment, not from race or gender, age or economic status. The test of every institution or policy is whether it enhances or threatens human life and human dignity. We believe people are more important than things.”

Behavioral Outcomes – Life and Dignity of the Human Person

- Can relate to others with respect, listen carefully to another person, actively seeks to understand the attitudes and opinions of others; can disagree with others and still respect them
- Tries to find the positive good qualities in people who are different from him/her
- Is willing to share some of his/her own talents to help others
- Is willing to speak out in defense of human dignity
- Can analyze social issues based on whether human dignity is helped or harmed

2. The Call to Family, Community, and Participation

“Flowing from our God-given dignity, each person has basic rights and responsibilities. These include the rights to freedom of conscience and religious liberty, to raise a family, to immigrate, to live free from unfair discrimination, and to have a share of earthly goods sufficient for oneself and one’s family. People have a fundamental right to live and to those things that make life truly human: food, clothing, housing, health care, education, security, social services, and employment. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society, to respect the duties and rights of others and to work for a common good.”

Behavioral Outcomes:

Call to Family and Community and Participation

Recognizes the importance of and is committed to exercising responsible membership in the family and community

- Is committed to take positive steps to build up family life at home and in the community
- Has a well developed civic sense and is a participating member of the community
- Understands the seriousness of the marriage commitment

3: The Rights and Responsibilities of the Human Person

“The human person is not only sacred but social. We realize our dignity and rights in relationship with others, in community. No community is more central than the family; it needs to be supported, not undermined: It is the basic cell of society, and the state has an obligation to support the family. The family has major contributions to make in addressing questions of social justice. It is where we learn and act on our values. What happens in the family is at the basis of the truly human social life. We also have the right and responsibility to participate in and contribute to the broader communities in society. The state and other institutions of political and economic life, with both their limitations and obligations, are instruments to protect the life, dignity and rights of the person; promote the well-being of our families and communities; and pursue the common good. Catholic social teaching does offer clear guidance on the role of government. When basic human needs are not being met by private initiative, then people must work through their government, at appropriate levels, to meet those needs. A central test of political, legal, and economic institutions is what they do to people, what they do for people, and how people participate in them.”

Behavioral Outcomes: Human Rights

- Understands what is included in the term “human rights” and knows what responsibilities go along with them (The United States Bill of Rights, the UN Universal Declaration on Human Rights and #1-35 of Pacem in Terris
- Can cite instances where these rights are denied in society, can see the abuse of power usually involved and can identify legal means to address these violations
- Is willing to defend the human rights of others when they are threatened
- Is committed to advancing the common good in society

4. Option for the Poor and the Vulnerable

“Work is more than a way to make a living; it is an expression of our dignity and a form of continuing participation in God’s creation. People have the right to decent and productive work, to decent and fair wages, to private property and economic initiative. Workers have the strong support of the Church in forming and joining union and worker associations of their choosing in the exercise of their dignity and rights. These values are at the heart of Rerum Novarum and other encyclicals on social and economic justice. In Catholic teaching, the economy exists to serve people, not the other way around.”

Behavioral Outcomes: Option for the Poor

- Is willing to put the needs of the poor ahead of secondary needs
- Is committed to sharing personal resources to help the poor
- Is willing to support legislation that benefits the poor, the elderly, and the handicapped

5: Dignity of Work and the Rights of Workers

“Poor and vulnerable people have a special place in Catholic social teaching. A basic moral test of a society is how its most vulnerable members are faring. This is not a new insight; it is the lesson of the parable of the Last Judgment (see Mt25) . Our tradition calls us to put the needs of the poor and vulnerable first. As Christians, we are called to respond to the needs of all our sisters and brothers, but those with the greatest needs require the greatest response. We must seek creative ways to expand the emphasis of our nation’s founders on individual rights and freedom by extending democratic ideals to economic life and thus ensure that the basic requirements for life with dignity are accessible to all.”

Behavioral Outcomes: Dignity of Rights of Workers

- Demonstrates an appreciation for the role of work in his/her life and a commitment to make a contribution to society by means of that work
- Gives his/her best at work and is prepared to defend the rights of workers when necessary
- Has values beyond the economic gain in choosing work

6: Solidarity of the Human Family

“We are one human family, whatever our national, racial, ethnic, economic and ideological differences. We are our brothers’ and sisters’ keepers (cf. Gn 4:9). In a linked and limited world, our responsibilities to one another cross national and other boundaries. Violent conflict and the denial of dignity and rights to people anywhere on the globe diminish each of us. This emerging theme of solidarity, so strongly articulated by Pope John Paul II, expresses the core of the church’s concern for world peace, global development, environment, and international human rights. It is the contemporary expression of the traditional Catholic image of the Mystical Body. ‘Loving our neighbor’ has global dimensions in an interdependent world.”

Behavioral Outcomes: Solidarity of the Human Family

- Has values beyond the economic gain in choosing work
- Is aware of responsibilities to others throughout the world
- Is committed to work for world peace
- Is willing to support legislation that benefits the poor
- Works to counter attitudes that emphasize differences, whether national, racial, ethnic, economic or ideological

7: Care for God’s Creation

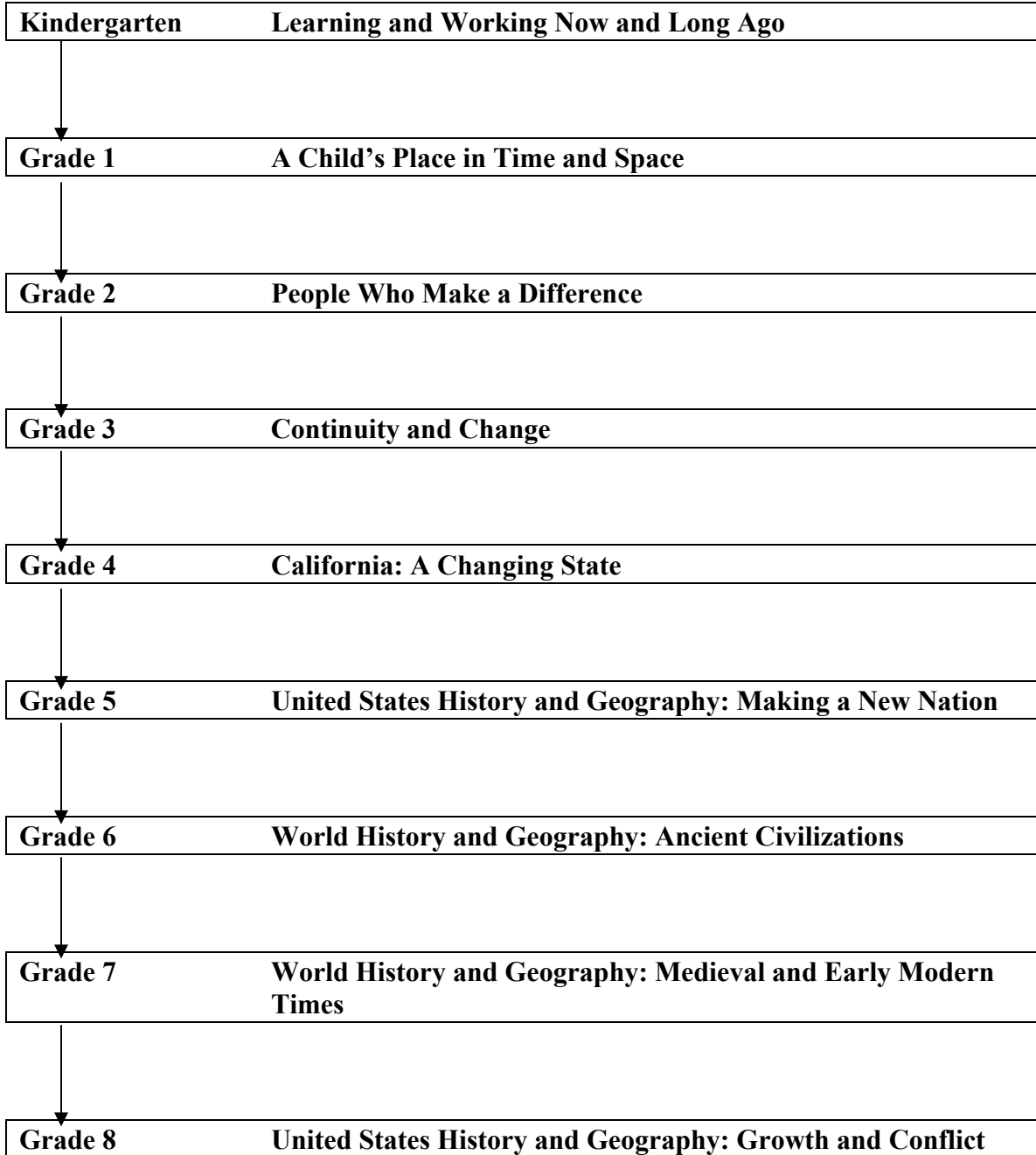
This seventh theme, Care for God’s Creation, is not derived for the Papal Encyclical, *Rerum Novarum*, but has been included by a number of church documents as an important dimension of Catholic social thinking.

“On a planet conflicted over environmental issues, the Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan. It is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.”

Behavioral Outcomes: Care for God’s Creation

- Works to counter attitudes that emphasize differences, whether national, racial, ethnic, economic or ideological
- Is willing to act individually to better the environment
- Is committed to keeping our world a clean and safe environment for all forms of life.
- Realizes the need for support of programs and laws that will provide for all life on Earth.

**Social Studies Curriculum Sequence
Grades K through 8**



Standards for Grade K

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester 3	

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity	4: Dignity and Work Rights of Workers
2: Human Rights	5: Option for the Poor
3: Call to Family and Community	6: Global Solidarity
	7: Care for God's Creation

Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: Language Arts	M: Mathematics	SC: Science
FA: Fine Arts	T: Technology	O: Other

Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate #PA: Partially adequate #NA: Not Adequate

Assessment - Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not Taught M: Minimal Emphasis B: Basic Emphasis S: Strong Emphasis

Assessment - Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a *few* of the students are proficient 2: About *half* of the students are proficient 3: *Most* of the students are proficient

How to use the legend next to the benchmark proficiencies

I: Complete during the planning stage of your instructional plan:

Read each of the benchmark proficiencies in light of the following criteria and circle the appropriate acronym:

- T: Timeline:** When will you include this benchmark in your instructional plan? (First, second, third, or fourth quarter, or first, second, third trimester?)
- I: Integration:** Will you integrate this benchmark proficiency with any of the seven themes of the social teachings of the Catholic Church (ST-1-2-3-4-5-6-7) and/or with other academic subjects: (LA-M-SC-T-FA-O)?
- R: Resources:** Do you have access to the needed resources to teach effectively to this benchmark? (Adequate, partially adequate, or not adequate)

II: Complete after instruction: A: Assessment

1: Indicate to what extent you have included this benchmark in your teaching:

- O:** Not included into the teaching
- M:** Minimally - while included in the teaching, this benchmark was not a key objective of lessons taught
- B:** Basic emphasis
- S:** Strong emphasis was given

2: Based on the multiple indicators you used to evaluate mastery of the benchmarks, what is your overall impression as to how many of your students have achieved proficiency:

- 1:** Only a few of the students (fewer than 25%) are proficient
- 2:** Half of the students (about 50%) are proficient
- 3:** Most of the students (about 75% or more) are proficient

SAMPLE

Benchmarks	T		I			R	A	
1.3.1. the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)	Q1 <u>Q2</u> Q3 Q4	Tr1 Tr2 Tr3	ST <u>1</u> 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T <u>FA</u> O	<u>A</u> PA NA	0 <u>M</u> <u>B</u> S	<u>1</u> <u>2</u> 3